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ABSTRACT

In May 1987, the Florida State Board of Community Colleges authorized the formation of a task force to study articulation processes, programs, and activities currently in place; to identify current and potential problem areas; and to recommend further studies and the appropriate agencies to conduct them. Drawing from existing data and the findings of a national survey of state articulation systems, the task force concluded that Florida's articulation system is unique in the United States, due to a consciously created structure of higher education that incorporates community colleges as the primary providers of freshman/sophomore education and anticipates the movement of students among colleges and universities as the norm rather than the exception. From relatively simple beginnings, the present-day articulation process has become a formalized system of statutes, rules, agreements, and activities. The success of the Florida model is demonstrated by enrollment and student performance data showing high rates of transfer and academic success. The articulation system involves: (1) admissions components, including minimum requirements, entry testing, college/vocational preparatory instruction, feedback of performance data between institutions, and articulated acceleration mechanisms; (2) transfer of credit/program articulation features, including common transcripts and course numbering, the College-Level Academic Skills Test, limited access programs, foreign language requirements, transfer agreements for particular degrees, and the registration process; and (3) student services, including programs to improve minority student access, student financial aid, and counseling. Drawing from study findings, the task force developed 16 recommendations to improve the system. (EJV)

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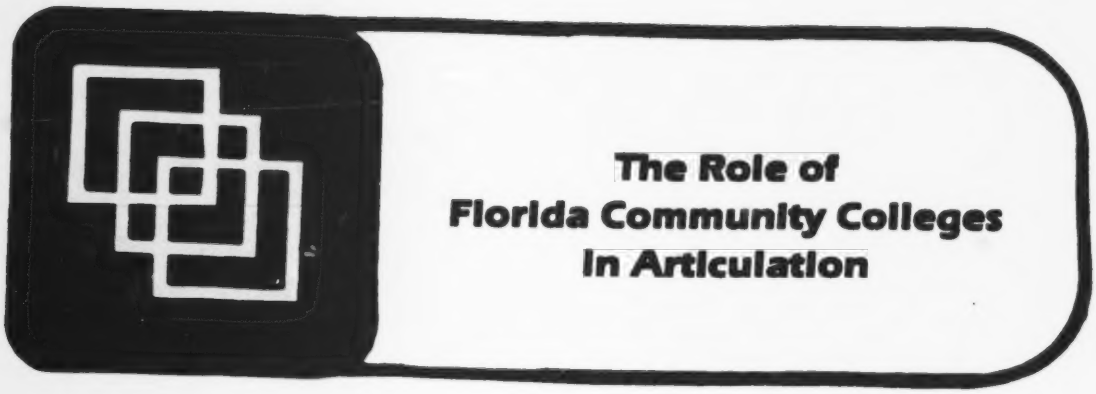
ARTICULATION STUDY



Florida State Board of Community Colleges
Task Force on Articulation

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ARTICULATION STUDY

BY

THE STATE BOARD OF COMMUNITY COLLEGES'

TASK FORCE ON ARTICULATION

June, 1988

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of

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Excellent staff support was provided to this study by Ms. Connie Graunke, who kept the project moving without limiting dialogue. Dr. Paul Parker provided a wealth of historical information to the Study and shared his perspectives which were formed from experience in both the university and community college systems.

A special thanks is due to the Presidents of the Colleges which had members on the Committee. By permitting their staff members to participate, their institutions incurred costs without compensation. It is our hope that this Report justifies their willingness to make that investment.

Willis Holcombe
Chairman

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EXECUTIVE SUMMARY

Overview

In May 1987 the State Board of Community Colleges authorized the formation of an Articulation Task Force to:

> "study the articulation process, programs, and activities currently in place; to identify existing and potential problem areas; to recommend further studies; and to identify the appropriate agencies/organizations to conduct said studies."

Although Florida is recognized nationally as a leader in articulation, particularly between community colleges and universities, the study was initiated for two primary reasons: to increase the level of awareness about the features and benefits of the articulation process and to help increase opportunities for minorities to participate in Florida's system of public higher education.

The Task Force was formed and the study was conducted over a six-month period. Existing data provided most of the bases for the study, but a national survey of state articulation systems was conducted as part of the study. The study also presents a historical summary of and the legal basis for the articulation system in Florida.

FINDINGS AND RECOMMENDATIONS

Florida's Articulation System is unique in the United States, and perhaps internationally. This uniqueness is primarily due to a consciously created structure of higher education that incorporates community colleges as the primary provider of freshman/sophomore education and anticipates the movement of students among colleges and universities as the norm rather than the exception. The results of the national survey clearly indicate that while other states have some of the provisions that Florida has, none of them has all of the parts which make up the Florida system. The historical summary chronicles the development of the articulation system in Florida for its relatively simple beginnings to the present day system of statutes, rules, agreements, and activities.

Enrollment and student performance data reinforce the success of the Florida articulation system. Thousands of students move among community colleges and universities with ease each year. When problems are encountered, the vehicles for resolution are in place. With the relatively recent inclusion of the K-12 sector and the vocational schools on the Articulation Coordinating Committee, the comprehensiveness of the system is assured.

The Task Force formulated 16 recommendations, under three headings, which are intended to improve the system even more. Perhaps the most glaring weakness identified in the study is the lack of a statewide approach to informing the public of the articulation system: its guarantees and its benefits. The establishment of a

coordinated informational campaign could encourage Florida residents, many of whom are new to our state or are not aware of our unique system, to take advantage of the system available to them.

Each of the three categories: Admissions, Transfer of Credit, and Student Services, contains a general statement and the pertinent recommendations from the body of the Report.

ADMISSIONS

The central issue related to admissions is to reconcile open access with subsequent academic excellence. The Community College System must continue to keep the door open to all individuals wishing to pursue a higher education. However, educational excellence must not be sacrificed while maintaining an open door. Both must be primary goals.

Recommendations

1. The State Board of Community Colleges should immediately move to repeal subsection (2) of 240.321, Florida Statutes, requiring non-residents who hold a high school diploma to have acquired four years of English and three years each of mathematics, science, and social studies to gain admissions to a community college A.A. program and to further examine other mandates impacting open access to Florida's community colleges.

2. The State Board of Community Colleges should work with the colleges and the Commissioner's task force, under the Articulation Coordinating Committee, to help standardize the postsecondary feedback reports and provide an analysis of the data for ease of interpretation.

3. The State Board of Community Colleges should support the recommendations made by the Postsecondary Education Planning Commission in its report "Funding of Acceleration Mechanisms."

4. The Articulation Coordinating Committee should coordinate the review of articulated acceleration mechanisms. Data on enrollment patterns and performance should be gathered and studied to determine the extent to which students are able to be successful after using such mechanisms.

TRANSFER OF CREDIT

Two issues dominate the transfer of credit: 1) the guarantee that students transferring from one system to the next will not be required to repeat equivalent courses; and 2) that community college students are treated equitably with native 4-year university students.

Recommendations

5. The State Board of Community Colleges should continue to participate in the coordination of course acceptability in an effort to establish statewide policies and procedures. This should include, but not necessarily be limited to, the pressures being

exerted by accrediting agencies in the development of curriculum, the assignment of different course numbers to equivalent courses, and the numerical designation of course by levels instead of content.

6. The State Board of Community Colleges should encourage the development of a common method of designating Gordon Rule courses in college publications and/or on transcripts.

7. The State Board of Community Colleges should seek to resolve the conflicting requirements of statutes and rules relating to foreign language requirements for admission to and exit from the State University System and the integrity of the A.A. as a guaranteed transfer degree.

8. The program review data and other data should continue to be refined to provide accurate student performance data in relation to program curriculum and articulation. The colleges and universities should be systematic in reviewing program review data to organize faculty-to-faculty articulation activities.

9. The State Board of Community Colleges should continue to evaluate the transferability of the A.S. degree. Articulation problems within the program areas should be identified during program reviews and suggestions made to enhance the transferability of students. Certain program areas should be reviewed for the possibility of establishing statewide agreements.

10. The State Board of Community Colleges should continue to review the A.A.S. degree to determine its hierarchy in relation to the degrees and certificates already offered.

11. The State Board of Community Colleges and each of the 28 community colleges and the Board of Regents and the nine universities should inform high school and community college transfer students of their rights as protected under the articulation agreement. This would include, but not be limited to, stating the procedures for individual students to register articulation grievances with the Articulation Coordinating Committee.

STUDENT SERVICES

The main issue is maintaining the communication link among institutions and from the institutions to the students.

Recommendations

12. The State Board of Community Colleges should continue to support the role counselors play in the articulation process and the need to keep the ratio of students to counselors in concert with professional and accreditation recommendations.

13. The community college and university systems should cooperate on developing policies, procedures and programs aimed at increasing opportunities for all minorities to have access to and success at a postsecondary education.

14. The State Board of Community Colleges should conduct a review of state financial aid sources to determine if community college students are participating at an appropriate level.

15. The State Board of Community Colleges should support legislative budgeting initiatives for the development and updating of computerized program advisement and auditing systems at all community colleges.

16. The State Board of Community Colleges should help to define the responsibilities of the community college articulation officers and promote the exchange of ideas and information relating to articulation.

INTRODUCTION

During the Fall of 1987, members of the State Board of Community Colleges (SBCC) and the Community College Council of Presidents expressed interest and concern with the status of articulation between and among the different levels and sectors of education in Florida. Although Florida is reputed to be a national leader with respect to the development of statewide articulation, there was a belief that it was time to examine what the Community College System was doing to be an effective partner in the articulation process. At the outset, there was an assumption that Florida had made major strides in providing an effective means by which students can move as rapidly through the educational system as their abilities permit without unnecessary delays and redundancy in learning. If there was confirmation of the good health of Florida's articulation program, then the study would serve to tell community college constituents and those elsewhere the positive progress made. If there was anything to be found of a negative nature, it would serve as the impetus to putting Florida back on the right track. In November, 1987, the SBCC authorized the formation of a task force on articulation to:

> "study the articulation process, programs, and activities currently in place; to identify existing and potential problem areas; to recommend further studies; and to identify the appropriate agencies/organizations to conduct said studies."

A task force of representatives from the Community College System was appointed in December, 1987 with Dr. Willis N. Holcombe, President of Broward Community College, as chair. Articulation officers from several of the state universities participated in the process and were valuable resource persons for the task force.

The first organizational meeting was held in January, 1988, at which time a timeframe for the study was developed and research information distributed. At the following meeting in February, a construct or framework was adopted. The construct was based on guidelines developed originally by a joint committee on junior and senior colleges of the Association of American Colleges, the American Association of Junior Colleges, and the American Association of Collegiate Registrars and Admissions Officers.

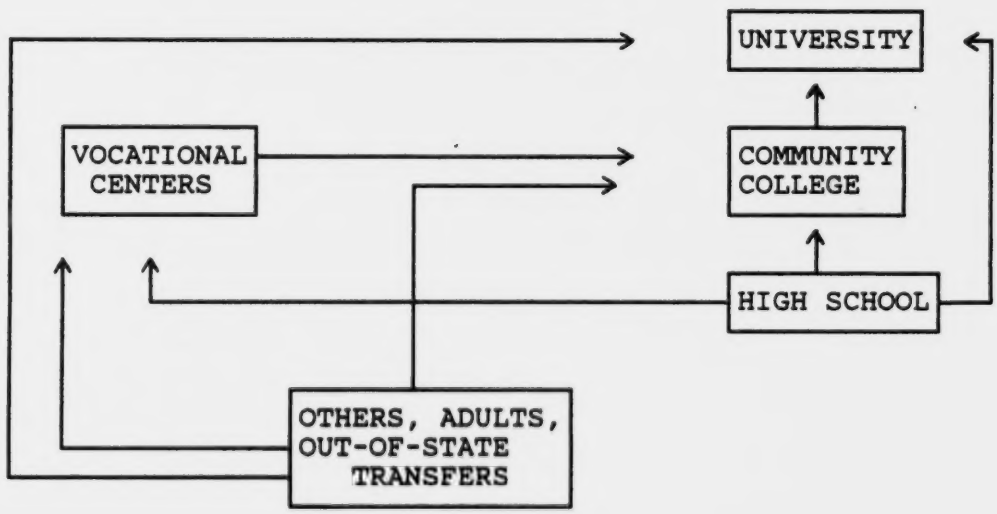
Each of the programs was identified then discussed in relation to each of the articulation intersector points, i.e., high school to community college, area vocational center to community college, community college to university. (Diagram 1)

Following the identification of programs and systems in place, the issues were brought forth and recommendations presented.

In conjunction with the identification of programs and issues, a national survey was undertaken of 29 states previously identified as having some form of an articulation agreement. ("The Articulation/Transfer

Phenomenon: Patterns and Directions", Frederick C. Kintzer and James L. Wattenbarger, May, 1985.) Written and telephone surveys were conducted. The final report on the survey, published under separate cover, describes recent state activities on articulation policies which exist between public school districts, vocational technical institutes, community/junior colleges, and universities and colleges. A summary of the report is included in Appendix B.

Diagram 1
Articulation Flow Diagram



In May, a draft of the report was circulated to interested parties for their reactions. Changes were incorporated and the final report, including the recommendations, was presented to the SBCC in September for final approval.

This study, which follows, meets the objective given to the task force. However, the findings are not necessarily all-inclusive. Nor does this study purport to have addressed all the issues related to articulation. However, the issues and recommendations presented for the consideration of the SBCC are those that the task force identified as being the most relevant.

The success of the Community College System in providing quality postsecondary academic education can only be as successful as the articulation among the systems. It is costly in time, money and learning effectiveness for all concerned, the students, teachers and taxpayers, if students are required to repeat learning already accomplished. Strong articulation reduces redundancy and increases the efficiency and effectiveness of the system. Good articulation reflects a system built from the perspective of the people moving through it, making it function as "one system".

Not all students transfer in a linear manner from community college to university. Many students transfer from the university to the community college, from the community college to the private university, and then to the public university.

Not all students follow the purpose of a degree or certificate. Likewise, not all students make use of their degree in predictable ways. For instance, associate in arts students may not transfer; associate in science degree students may transfer; some students may transfer immediately upon receipt of the degree; and some at a later point in time. Nor do students follow the program or track of a particular degree. Many students change majors and programs repeatedly. Regardless of the inherent "problems", the goal should be striving to create a system that is based on accommodating the people moving through it.

Above all, through the debates and discussions, a consensus existed that articulation concerns people. Successful articulation depends on an atmosphere of trust and communication based on a shared commitment to helping students realize their educational potential in the most efficient way possible. It was with the students best interest in mind that the deliberations took place which resulted in this report.

DEFINITION OF ARTICULATION

For the purposes of this report, articulation is defined as "a systematic coordination between an educational institution and other educational institutions and agencies designed to ensure the efficient and effective movement of students among those institutions and agencies, while guaranteeing the students' continuous advancement in learning." (Community College Review, Spring, 1978, Richard J. Ernst) Further, articulation is a range of processes and relationships. "Transfer, the mechanics of credit, course, and curriculum exchange is one of the processes." (The Articulation/Transfer Phenomenon: Patterns and Directions, 1985) Florida's postsecondary educational system has a strong investment in ensuring students' continuous advancement in learning; in providing transfer mechanisms and strong articulation systems.

EARLY HISTORY OF ARTICULATION

From its infancy, Florida's postsecondary educational system has been designed to be a 2+2 system, with students entering the postsecondary system at a community college, completing two years and transferring to a university for the remaining two years. The basis of the 2+2 system was to widen geographic access to postsecondary education; first to lower division programs, then to baccalaureate education. Because of a skyrocketing population growth between 1958 and 1971, six new universities were added to the existing three. Four were upper-level only and the remaining five had severe restrictions placed on lower-level enrollments. During the same period, 24 new community colleges were added to the original four, bringing the total to 28. (Appendix C)

The limiting of lower-level enrollments at the universities and the establishment of 28 community colleges, with a primary mission of providing lower-level postsecondary academic education, clearly established community colleges as the primary entry point for students into the postsecondary system. From this point on, Florida was committed to a 2+2 educational system highly dependent on strong articulation.

In 1959, the first Articulation Agreement was established. The General Education Agreement, as it was called, guaranteed the transfer of all general education

courses in a program defined by the community colleges. Universities were prohibited from requiring any further lower division general education courses if a student had completed a general education program at a community college. The General Education Agreement required a general education program to continue at least 36 semester hours of college credit in the liberal arts and sciences for students working towards a baccalaureate. This was the first Agreement guaranteeing the transfer of a block of credits.

Because of continuing and growing transfer problems, a new Agreement was promulgated in 1971. The new Agreement defined the associate in arts degree as the transfer degree, reconfirmed the General Education Agreement and the transfer of general education courses, established a common college transcript, called for a common course numbering system and common calendar, and established the Articulation Coordinating Committee. The Articulation Coordinating Committee was created to adjudicate institutional or student conflicts, interpret the Agreement, recommend amendments, and do other things which would facilitate articulation. Originally, the committee was composed of three members each from the Community College System and the State University System and one from the Office of the Commissioner of Education. As the concept of articulation grew to include public schools and vocational education, the Agreement was modified in 1983, and the membership on the committee was expanded to include three representatives from the public schools and one from vocational education. In March, 1988, the Articulation Coordinating

Committee adopted a proposed rule change expanding the membership of the committee to include three students, one each from the secondary system, the Community College System, and the State University System.

Of major importance, was the identification of the associate in arts as the primary transfer degree and the standards that must be met for its award. The General Education Agreement of 1959 was reconfirmed as a component of the degree. In subsequent amendments to the Agreement, students who met all the standards and requirements for the degree were guaranteed admission to the State University System with 60 transfer credits. The transfer of credits for courses completed through acceleration programs, such as Advanced Placement and College-Level Examination Program, was also authorized.

In addition, under the Agreement universities are required to list course requirements for program majors and to identify these courses and other admission requirements in university catalogs. The catalog in effect at the time of a student's initial enrollment, even if the student enrolls first in a community college, governs the lower-level requirements for the student if he/she maintains continuous enrollment after his/her initial entry. Continuous enrollment is defined by each university.

The Agreement also established a common university and community college transcript for ease in evaluating the standing of transfer students. The transcript was implemented in 1973. A Common Course Numbering System

(CCNS) was implemented in 1973. All postsecondary courses offered for college credit, vocational credit, or college preparatory credit are required to be entered into the CCNS. Before being entered into the CCNS, these courses are judged equivalent by faculty teams representing the universities, community colleges and area vocational centers and are assigned common numbers. Under the Agreement, receiving institutions are required to award credit for courses entered into the CCNS, thereby guaranteeing credit for equivalent courses when transferring from one postsecondary institution to another.

The adoption of the 1971 Articulation Agreement put into place the framework for the development of programs and activities that dealt directly with facilitating articulation. The Agreement mandated that: "Each state university president, community college board of trustees, and district school board plan and adopt policies and procedures to provide articulated programs so that students could/can proceed toward their educational objectives as rapidly as their circumstances permit." The Agreement further stipulated that: "Universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities." (See Appendix D)

In order to facilitate the implementation of the Articulation Agreement, the universities appointed ombudsmen, called articulation officers. The articulation officers spearheaded the efforts to implement the programs mandated by the Agreement. Today, they continue to work with administrators and faculty at the community colleges and on their own campuses to promote programs mandated by the Agreement and to develop new programs and policies to facilitate articulation.

At the time the new Articulation Agreement was adopted, it was the most comprehensive Articulation Agreement in the country; it remains so today. In the national articulation survey conducted as a part of this study, only five out of 26 states surveyed had mandated, legally based articulation agreements. Of those surveyed, none of the agreements were as comprehensive as Florida's. Only five states, including Florida, had Common Course Numbering Systems and some of these were exclusively within a community college and university system rather than "systemwide." Only one state, Alaska, had electronic transfers. (See Table 3 in Appendix B.) The Agreement is a flexible, dynamic document, expanding as times changes and as the people moving through the system change. The Agreement and the Articulation Coordinating Committee's work form a sound foundation for an examination of the current status of articulation.

CURRENT STATUS OF ARTICULATION

Enrollment Patterns

Today, the Florida Community College System serves over 873,057 individuals a year. Of the students, 145,233 are students enrolled in the associate in arts degree program and 70,091 are postsecondary vocational students enrolled in associate in science degree or vocational certificate programs. The remaining students are enrolled in non-credit college and vocational preparatory programs, adult basic skills programs, and community educational programs.

Table 1
1986-87 Annual Program Enrollment (Headcount)

Degree/Certificate Programs	
Advanced and Professional	145,233
Vocational	
Postsecondary	57,151
Postsecondary Adult (non-credit)	12,940
Other Non-College Credit Programs	
Supplemental Vocational	150,149
Adult General	
Preparatory	75,735
Adult B & S	64,156
Community Instructional Services	
Citizenship	100,573
Rec. & Leisure	51,059
Other (1), (2)	216,072
Total	873,057

(1) These figures reflect students awaiting enrollment in limited access programs, students enrolled in apprenticeship courses, students who are enrolled in courses related to employment, as general freshmen or for other personal objectives
(2) There may be some duplication between major program areas
Source: AA-1A, AA-1B, AA-1C, and EA-3

Of the degree and certificate seeking students, 67% are enrolled in postsecondary academic courses (advanced and professional)
and 32% in postsecondary vocational courses. (See Table 1)

Table 2 shows the opening Fall 1986 enrollment figures for part-time and full-time students enrolled in degree and non-degree seeking programs (Advanced and Professional, Vocational Postsecondary, and Vocational Postsecondary Adult). Part-time being defined as less than 12 semester hours. A total of 66% of the students enrolled are part-time students. Fifty-eight (58) percent of the degree seeking students are part-time, pointing to a trend that has become a norm in the Community College System -- part-time, nontraditional students.

Today's community college students, "compared to traditional freshmen and sophomores, are more likely to be older, employed, have dependents at home, and have interrupted their education." (Expanding the Classroom Through Technology, Ron Brey, American Association Community/Junior Colleges Journal) These demographics are still not fully considered when discussing success rates at community colleges. Students enrolled in

postsecondary courses at community colleges are not traditional students and do not follow the traditional pattern of completing a higher education in four years.

Table 2
1986 Opening Fall Enrollment - College-Level Headcount

All Students Enrolled for Credit	TOTAL (Sum of All Columns) (M)	(F)
Full-Time Students		
Degree Seeking		
(A) 1st-Time 1st-Year	10,563	11,870
(B) All Other 1st Year	10,509	11,199
(C) All Other Students	12,784	15,201
Non-Degree Seeking	2,904	3,116
Total Full-Time Students (Lines 1-4)	36,793	41,407
Part-Time Students		
Degree Seeking		
(A) 1st-Time 1st-Year	7,037	9,716
(B) All Other 1st Year	15,627	23,856
(C) All Other Students	18,476	27,360
Non-Degree Seeking	20,212	34,560
Total Part-Time Students (Lines 6-9)	61,438	95,623
Grand Total all Students (Lines 5 and 10)	98,231	137,030

In an article by John Losak entitled "What Constitutes Student Success in the Community College?", he states ". . . perhaps the "two-year" descriptor of the community college needs to be dropped. Why? Because student college-going behavior has changed dramatically over the last two decades while our conceptualization of

it has not. Even for full-time first-time-in-college students, the modal year to obtain the A.A. is three-not two; add to this the part-timers, then four or even five years to earn the A.A. is not unusual."

Losak goes on to identify success, within the three-year success rate, as students who have graduated, those still enrolled in good standing, and those who left college in good standing. Given those criteria for success, Losak finds that over 64% of the students beginning in the fall term for the academic years 1977 to 1982 meet the standard of success.

Table 3
Three Year Success Rates for Students Beginning as Full-Time Degree Seekers*

Beginning Fall Term	% Graduated	% Still Enrolled in Good Standing	% Who Left College in Good Standing	Total Success
1977	25	11	27	64
1978	28	12	27	67
1979	33	11	25	69
1980	28	13	27	68
1981	28	15	26	69
1982	19	20	26	64

*Registered for 12 or more credits during their first term, and showed program and matriculation codes for degree seeking.

Another measure of the impact of the Community College System on the enrollment profile of postsecondary education in Florida is reflected in data which show the dependence of the university system on community college graduates for upper division degree programs. Over the last three years, an average of 9,000 community college associate in arts (A.A.) graduates enrolled in the universities directly following graduation in each of the fall terms. However, these data do not show the full impact because they are only showing the flow of community college students into universities in one term directly from the community colleges. A more revealing picture is to look at the number and percentage of former community college students enrolled in the total upper division programs in the universities (junior and senior year students). In 1986-87, there were 39,714 community college A.A. graduates enrolled in the nine public universities versus 27,652 students who began as native university freshmen. In addition, there were 1,826 associate in science (A.S.) graduates in the SUS upper divisions and 29,558 students who transferred without a Florida community college degree or who transferred from a non-Florida public community college or university. The 41,540 A.A. and A.S. degree students together comprise 42% of the 98,750 upper division students. (See Table 4) If the number of students who went to a community college but did not get a degree were added to those with a degree, the percentage of former community college students in SUS upper divisions would be well in excess of 50%. At one university, it was reported that this percentage would be as high as 75%.

Table 4
Composition of State University System

	1986-87
Community College A.A. Transfer Students	39,714
Native University Students	27,652
Other Transfer Students	29,558
Community College A.S. Transfer Students	1,826
Total	98,750

Source: Level I, A.A. Program Review, State Board of Community Colleges

The data in Table 4 reveal how inter-dependent the two systems are. Upper division programs depend upon a steady inflow of community college graduates. Some upper division programs, such as programs in teacher education, receive nearly 80% of their students from community colleges. Although the enrollment patterns are important, it is equally important that the colleges supply the universities with well-prepared students.

Student Performance Data

In the spring of 1986, the SBCC initiated a new program review system for evaluating the A.A. degree program. As part of the review process, the Division of Community Colleges with the help of the colleges developed a new articulation mechanism or device, an annual report on the performance of associate degree students in the universities. The report is known as Level I A.A. report. (Appendix E) The report shows how

community college graduates are performing at each of the universities in 25 upper division program areas as compared to native students and other transfer students. The performance data include cumulative grade point averages, percentage of students with "B" averages or higher, percentage below a "C" average, the number and percent who were suspended for academic reasons, the number and percent who graduated during the period of the report, the average number of credit hours taken per term, and the average number of credit hours taken by students in order to receive a degree. Each community college receives a report on how its students are doing in each of the nine universities, while each of the nine universities receive a report on how the students from the 28 community colleges are performing. In aggregate, the 1986-87 data show that the community college A.A. degree graduates achieved a 2.7 cumulative grade point average versus a 2.8 grade point average for university native students. Associate in science graduates achieved a cumulative average of 2.9 versus a 2.8 for university native students. Not only was the academic performance of the groups remarkably close, but the A.A. graduates took only three credits longer to receive a degree than the native students (137 credits versus 134) indicating, as well as any measure yet developed, how successful articulation is between the two systems. Although A.S. degree students take about a term longer than native students to earn a degree, their performance out distanced both native and A.A. graduates.

Student Performance on CLAST

The performance of community college graduates on the College Level Academic Skills Test (CLAST) has been equally good as that in the classroom. Community college students performance on CLAST mirrors closely that of university students and, in fact, it has exceeded university students on some of the CLAST subtests in various administrations.

(Appendix F) Some community colleges have consistently been at the top of the institutional performance list ahead of the top universities.

When Florida made its commitment to the 2+2 in the early 1960's, the issue was whether the community colleges could consistently offer a comparable lower division program to that offered by the universities. The research and annual reporting of comparative data on CLAST and upper division university grade point averages show that the Community College System can offer a comparable lower division program. Indeed, the two systems appear to be working effectively together to facilitate the movement of students from the colleges to the universities. However, there are some important programmatic and institutional performance differences and some issues and persistent problems which should be examined.

ADMISSIONS

The central issue related to admissions is to reconcile open access with subsequent academic excellence. The Community College System must continue to keep the door open to all individuals wishing to pursue a higher education. However, educational excellence must not be sacrificed while maintaining an open door. Both must be primary goals.

Minimum Admissions Requirements

Generally, the minimum requirement for admission to a community college credit program is a high school diploma or GED. However, a high school diploma is not required for admission to vocational certificate programs. Resident and non-resident students who receive a high school diploma after August 1, 1987, must meet admission requirements which include, completion of a secondary curriculum comprised of four years of English and three years each of mathematics, science, and social studies. This legislation [Florida Statute 240.321(2)], passed in 1986 is also a graduation requirement for Florida residents. Therefore, the entrance requirements remain the same for residents, i.e. possession of a high school diploma. However, non-residents with high school diplomas who are seeking admission to a community college must have their transcripts reviewed for compliance with

the 4-3-3-3 law; in effect adding an additional requirement onto the admission to a community college beside possession of a high school diploma or GED.

1. **The State Board of Community Colleges should immediately move to repeal subsection (2) of 240.321, Florida Statutes, requiring non-residents who hold a high school diploma to have acquired four years of English and three years each of mathematics, science, and social studies to gain admissions to a community college A.A. program and to further examine other mandates impacting open access to Florida's community colleges.**

Entry Test and College/Vocational Preparatory Instruction

Under statutory requirements [Florida Statute 240.321(1)(a)], community colleges and universities must test all degree-seeking students to determine if they need remedial or college preparatory instruction before attempting college credit instruction in English and mathematics. Students entering vocational programs must also take vocational preparatory instruction if they are unable to meet state established cut-offs or standards on the entry tests. Students attempting college credit instruction must take either the ACT, SAT, MAPS, or ASSET tests and achieve a cut-off score in the areas of reading, writing, and mathematics of approximately the 12th percentile. Students scoring below the cut-offs must take college preparatory instruction, while students

above the mandated scores may be assigned to such instruction by the college. University students scoring below the cut-offs must take college preparatory instruction through a community college.

The performance data available on how well students graduating from the high schools are prepared for college-level work presents a somewhat different picture from the community college to university transition. Approximately 60% of the entering community college students have had to be assigned to college preparatory instruction in one of the areas (reading, writing or mathematics) or more. (Appendix G) In some colleges, the percentages are much higher than 60%. The data do not delineate Florida high school graduates from non-resident graduates, nor do they take into consideration returning students or students who did not take a college preparatory track in high school. Therefore, hasty conclusions should not be drawn with regards to cause and affect. Nonetheless, the data do indicate that there is still a substantial number of students coming to the colleges unprepared to meet the academic demands. This suggests that much closer communication and articulation is needed between and among faculty and administrators in the community colleges, public schools, and universities to make it clear what learning and performance standards are expected in the vital academic skill areas covered by college and vocational preparatory instruction.

It is interesting to note, however, that community college students admitted through the open door, often

into remedial instruction, go on to perform competively with university native students at the upper division level. According to reports received from 16 of the 28 community colleges, 12.6% of the students referred to college preparatory courses went on to receive their A.A. degree; 42.3% in the vocational preparatory programs eventually received their A.S. degree. This is another sign of the success of the Community College System and Florida's program of articulation.

Feedback of Performance Data Between and Among the Systems

How Florida high school students perform at the postsecondary level is required by law to be fed back annually to feeder high schools (Florida Statute 240.118). The postsecondary feedback report includes not only term by term student performance data, but also the performance of high school graduates on entry tests and the extent to which such students have been placed in remedial instruction. Feedback is required, also, on the performance of dually enrolled students, showing a comparison on how well they performed versus non-dually enrolled students. These feedback reports could form a useful articulation tool to help reduce the extent to which community colleges must continue to use resources for remedial instruction or to reflect the extent to which more should be done to accommodate and challenge brighter students. Unfortunately, these reports are not as effective communication devices as they could be. Public school representatives on the Articulation Coordinating Committee have complained that these reports

come in such varied formats that they are very difficult to use and analyze. They believe that the individual student data could be better formatted and that they need better summary data. The Commissioner of Education is establishing, under the Articulation Coordinating Committee, a new task force of representatives from all sectors to make recommendations on how this potentially useful system of information feedback can be improved.

2. **The State Board of Community Colleges should work with the colleges and the Commissioner's task force, under the Articulation Coordinating Committee, to help standardize the postsecondary feedback reports and provide an analysis of the data for ease of interpretation.**

Articulated Acceleration Mechanisms

As noted earlier, the Articulation Agreement has made provision for a long time for the transfer of credits earned through nontraditional means, such as through the College Level Examination Program (CLEP) and the Advanced Placement (AP) program. The Agreement protects such transfer credit, if the student has achieved the state cut-offs on these tests. In the early 1980's, the State Board of Education became interested in fostering the expanded use of these acceleration mechanisms, especially the use of dual enrollment, a program which enables a high school student to take college-level instruction at a community college or university and receive credit both toward a college degree and a high school diploma simultaneously. Although legislation had been passed

in the mid-1970's to encourage the use of acceleration mechanisms as a means of shortening the period needed to earn a college degree, the use of these mechanisms had been declining in the early 1980's, except for the use of AP. The AP program was not available to students throughout the state, especially to those living in more rural areas of the state. Dual enrollment not only makes it possible for bright students to get enrichment through college-level courses at a nearby college or university, but it is designed to encourage community college faculty to teach on-site in the public schools. The joint use of faculty is thought to be another way to foster articulation between the two systems.

The use of dual enrollment versus AP became an immediate controversey throughout the state as funding mechanisms adopted by the Legislature in 1984 shifted from year to year toward, at first, favoring AP and then a year later toward dual enrollment and then back again the next year to AP. The Postsecondary Education Planning Commission was directed by the 1987 Legislature to "examine the current funding formulas for advanced placement, dual enrollment, and International Baccalaureate instruction and recommend funding formulas that offset the cost of providing each form or instruction, including related examinations, without making any form of instruction financially advantageous to either school districts or community colleges." The report, "Funding of Acceleration Mechanisms," contains 12 recommendations that "provide funding procedures that offset the cost of providing each form of instruction

without making any form of instruction financially advantageous to either school districts or community colleges." (Appendix I)

Despite the funding problems, the use of AP and dual enrollment has expanded. Approximately 25,000 students currently are availing themselves of one of these mechanisms or another in order to enrich their high school program and/or accelerate their college program. (Appendix H) No other state has made a similar statewide commitment to acceleration.

3. **The State Board of Community Colleges should support the recommendations made by the Postsecondary Education Planning Commission in its report "Funding of Acceleration Mechanisms."**

In 1986, the Legislature passed 240.115, Florida Statute, to solidify and clarify Florida's articulated acceleration program. The statute not only opens to students CLEP, AP, early admission and dual enrollment, but it encourages schools to offer the new International Baccalaureate (IB) program. The IB makes it possible for students to follow an extremely rigorous curriculum which has been defined as international standards. Students take an examination program administered from Great Britain in order to validate their performance in the courses. Students achieving the standards, receive up to a year of college credit and have admission virtually guaranteed to the leading universities in the world. The statute, also, opened up the use of the ACT Proficiency

Examination Program and made it possible for vocational education students to accelerate and enrich their programs through dual enrollment.

Although much progress has been made in making these mechanisms available to students, there remains the problem of how to let students know that such opportunities are there. There is continuing resistance to the use of some of these mechanisms on the part of the academic community. Some people either see these mechanisms taking students away from their classes or they truly believe that the mechanisms are poor surrogates for classroom instruction.

4. **The Articulation Coordinating Committee should coordinate the review of articulated acceleration mechanisms. Data enrollment patterns and performance should be gathered and studied to determine the extent to which students are able to be successful after using such mechanisms.**

TRANSFER OF CREDIT AND PROGRAM ARTICULATION

Two issues dominate the transfer of credit and program articulation: 1) the guarantee that students transferring from one system to the next will not be required to repeat equivalent courses; and (2) that community college students are treated equitably with native university students.

Common Transcripts

The common transcript, called for in the 1971 Articulation Agreement, is an important mechanisms for further assuring that community college and university students are evaluated equitably. The common transcript reduces the chance of misinterpretation of student data being transmitted from institution to institution. The Articulation Coordinating Committee has a standing committee that monitors the transcript, which has undergone several revisions as needs for changes have dictated. In 1984, a commitment was made through the Articulation Coordinating Committee and the Division of Public Schools to develop a common high school transcript, which could be transmitted to colleges and universities electronically. An electronic transcript at the postsecondary level would be developed, as well. Ultimately, it is thought that student data will be transmitted from institution to institution at all levels via a statewide computer network called the Florida

Information and Resource Network (FIRN). The electronic transmission of transcripts would result in substantial savings in time and money. The national testing agencies are cooperating, also to help the state facilitate the transmission of test data for Florida students to colleges and universities for the purposes of admission or placement. Again, Florida is a national leader in this effort to make the transfer and articulation process as efficient as possible by using the computing power of the schools, colleges, universities, and the state. However, more work needs to be done on how these common transcript systems are going to synchronize and work together to make the transmission of such student data more accurate and rapid. The SBCC is cooperating with the Articulation Coordinating Committee's Common Transcript Standing Committee which has the primary role in guiding this development.

Common Course Numbering System

As noted earlier, the 1971 Articulation Agreement called for the creation of a Common Course Numbering System to facilitate the evaluation of transfer credit. For several years prior to 1971, the Florida Association of Collegiate Registrars and Admissions Officers (FACRAO) had been attempting to develop a voluntary Common Course Numbering System, but by the early 1970's, the Legislature wanted a mandatory system which would establish equivalent numbers for equivalent courses. Considerable time and money was invested during the 1970's to bring faculty together from the universities and community colleges from each of the disciplines to

cull through all the courses offered in the two systems in order to assign numbers. Over 40,000 courses were reviewed and assigned numbers. The Articulation Agreement was amended in the early 1980's to include a provision which guarantees the transferability of any course in the system. A transferred course must be regarded also in transfer as if it was taken on the receiving university campus. In the early 1980's, the Common Course Numbering System, which is fully computerized and on-line, was expanded to include the vocational/occupational courses. The system provides information not only useful for transfer credit evaluation, but it represents a major database of information on curricular offerings in the state useful in curriculum planning and evaluation. Few, if any, states have anything comparable to the Florida Common Course Numbering System.

While the Common Course Numbering System protects a substantial amount of credit for transfer students, some believe that some courses which are equivalent have been given different numbers for invalid reasons. National accrediting bodies have occasionally insisted that all professional instruction be at the junior and senior levels, thus shutting out the community colleges from introductory course work. Such external pressure has forced faculty teams working on the course numbering system to make compromises on the assignment of numbers which have resulted in transfer students being subjected to redundant courses. For example, the American Assembly of Colleges and Schools of Business has instituted accreditation standards which insist that university

business programs offer the entire professional course sequence at the junior and senior levels. This means that the community colleges are not to offer any professional business courses. The American Association of Community and Junior Colleges is fighting this issue at a national level. These areas of the system need to be identified and a state strategy defined to confront such pressures from outside accrediting groups with the object of preserving the integrity of the Common Course Numbering System and the transfer rights of students.

The 1987 Legislature mandated that the SUS assign a consistent first digit in the four-digit course number in order to have standardization of the course levels. The SUS receives differential funding for lower and upper division courses, so consistency in course level assignment among the nine universities is thought necessary to insure equitable funding. The first digit has been assigned by the colleges and universities, while the last three digits describe the course content and determine its equivalency. The first digit may connote the level of a course or its place in a sequence. Concern is mounting that if the universities assign the first digit as a consistent level systemwide, pressure will arise to do likewise for community college courses. The assignment of level for university and community college courses eventually may be interpreted as one of the determinants of transferability of a course. This has not been true up until now. Course content has been the determinant, not where it is taught or at what level in the university or college. There is a grave potential in this issue to raise the worst kind of territorialism

between the systems, if the faculty teams are left to argue out course levels. One of the strengths of the Common Course Numbering System has been that such territorialism has been for the most part reduced to a minimum. Efforts should be made to prevent such territorialism from erupting as a consequence of a mandated need for the SUS to have a consistent level designation for its courses, which was imposed to solve a differential funding problem between upper and lower instruction, not to address academic issues.

5. **The State Board of Community Colleges should continue to participate in the coordination of course acceptability in an effort to establish statewide policies and procedures. This should include, but not necessarily be limited to, the pressures being exerted by accrediting agencies in the development of curriculum; the assignment of different course numbers to equivalent courses; and the numerical designation of courses by levels instead of content.**

Associate in Arts Degree - Occupational Courses, CLAST, and Gordon Rule

The original Articulation Agreement defined the associate in arts (A.A.) degree as the transfer degree. The degree was defined as a 60-credit program of which 36 hours had to be in general education as defined by the college. The original Agreement excluded occupational and physical education credits from the degree. Students

had to achieve at least a 2.0 grade point average in all work attempted. Finally, the Agreement permitted students to repeat courses, but the final grade was to be the one used in computing the grade point average. This became known as the forgiveness policy. Although the Agreement fostered the forgiveness policy in relation to admission to the SUS upper level, some program areas are basing admission on the GPA computed on the first attempt.

In the mid-1970's, agitation grew to remove the exclusion of physical education from the Agreement. Physical education faculty were especially concerned about this exclusion, as were those who were encouraging physical fitness in the schools. At the same time, there was pressure to define occupational courses. Task forces were established to look at both issues. The Agreement was finally modified in the late 1970's to drop the physical education exclusion, but the occupational course definition issue continued to be a major problem. Various schemes and ideas were advanced to settle the matter, including having the Common Course Numbering System identify the courses as to whether they were transfer, occupational, or dual in purpose. Finally, in 1986, as part of a general overhaul of the Agreement, the concept was developed that any course which was acceptable to at least one of the nine universities in the SUS would be transferable under the Agreement. The option to this approach, which was debated at length, was whether the transferability of the course would be dependent on whether one of the nine universities offered the course. Concern has been expressed as to how the

modification of the Agreement will be implemented. Some institutions are having difficulty determining which of their courses are acceptable to at least one university in the SUS. Some coordination of this course acceptability confirmation may be needed.

The legislation relating to CLAST ties the award of the A.A. degree to a passage of CLAST. The Gordon Rule, which requires courses in English and mathematics, was originally in State Board of Education rules but is now confirmed in statute. These two requirements, CLAST and the Gordon Rule, are now part of the definition of the A.A. degree in the Articulation Agreement. The issues surrounding CLAST are many and too complex to be addressed by this task force. CLAST issues are currently being handled by a special Commissioner's panel. However, it should be noted that CLAST represents a major articulation concern, as it affects the transfer of thousands of students annually. The Gordon Rule has presented one problem worth mentioning as a concern. The transfer of students without A.A. degrees from one institution to another has raised the problem as to how receiving institutions are to treat students who have not completed the Gordon Rule requirement. In most cases, the receiving institution does not have an indication on the transcript as to which courses taken by the transfer met the sending college's Gordon Rule course requirement. Suggestions have been made to have the Common Course Numbering System put Gordon Rule indicators on the course listings.

6. **The State Board of Community Colleges should encourage the development of a common method of designating Gordon Rule courses in college publications and/or on transcripts.**

Limited Access Programs

Although the Articulation Agreement guarantees admission to the State University System for A.A. degree graduates, it does not guarantee that a student necessarily will be admitted to the university of his or her choice or into a specific upper division instructional program. Universities which have a limitation on the space available for students in specific upper division programs may declare such programs as limited access. The Board of Regents approves such designations after having documented assurances that the program either has faculty or physical facility limitations which prevents it from admitting all students who apply. The Regents review the criteria being used for admission to such limited access programs to make sure that they do not contain any discriminatory provisions which may disadvantage community college A.A. degree transfers in the competition for available space. The limited access program designations are referred to the Articulation Coordinating Committee following the Regents review for registration. The limited access standing of a program is reviewed during the course of the cyclical 5-year program review process.

With the exception of the University of Florida, where virtually all upper division programs are limited access, there are only a few such programs in the SUS, however, they are increasing in number. The data provided through the Level I A.A. program review show that the enrollments in all limited access programs are balanced in favor of community college transfers. However, there has been and will be a continuing concern that the limited access programs will be expanded throughout the system placing another level of admission requirements, thereby, weakening the Articulation Agreement and the promise given to students who receive an A.A. degree. The State Board of Community Colleges should continue to monitor the treatment of transfer students to make sure that they are being treated equitably with native university students.

Foreign Language Requirement

The implementation of the foreign language requirement for admission to the universities by community college transfers has raised numerous concerns. Passage of the foreign language admissions requirement set a dangerous precedent. For the first time, since the 1971 Articulation Agreement designated the A.A. degree as the transfer degree, a student could graduate with an A.A. degree but not be admitted to a university because the foreign language requirement had not been met, placing statute and rule in direct conflict. The Articulated Acceleration law (Florida Statute 240.2333) passed in 1987 provided exemption from

the foreign language requirement until 1989 for associate degree holders and students who maintain continuous enrollment. Continuous enrollment is defined "as 24 semester credits taken in two consecutive semesters within the academic year." This policy discriminates against part-time students who comprise 66% of the community college student body. Part-time students who enrolled in an A.A. degree program prior to 1989, but who have not maintained continuous enrollment, will have to meet the foreign language requirement. The definition of continuous enrollment also varies among universities and has varying degrees of impact on community college transfer students depending on the definition. In addition, there continues to be widespread worry about the way the courses taken at the colleges to meet the entrance requirement will be applied to university foreign language degree requirements at exit. Since the courses have been equated in term of college credits, the community college foreign language credits should be transferred as part of the A.A. and should apply to university exit requirements in the same way as any other courses. If this is not the case, then the Articulation Agreement will be greatly weakened and its integrity brought into question.

7. **The State Board of Community Colleges should seek to resolve the conflicting requirements of statutes and rules relating to foreign language requirements for admission to and exit from the State University System and the integrity of the A.A. as a guaranteed transfer degree.**

Program Review-Leveling-Joint Programs

The State Board of Community Colleges implemented a program review system for the A.A. degree in 1985-86 which, as noted earlier, requires that the Division of Community Colleges distribute annually to the colleges and universities Level I data and information on how the transfer students from the colleges are performing in 25 program areas in the universities. Each community college receives reports on their graduates in the nine universities and the nine universities receive reports on each of the 28 colleges. These reports are to be the basis of mutual analysis to determine which faculty groups need to get together to discuss articulation matters. The Level I data, then, is to be used as a jumping off to more in-depth articulation activities with the universities or Level II review.

Level III review will be a five-year summative review by the SBCC of the vitality and health of the A.A. degree programs statewide in fulfilling its functions as a transfer degree and as a terminal degree for many people who do not choose to go on to the universities. The SBCC program review system is still very new, but already the Level I data have proven to be very useful in stimulating communication between the two systems. Over 190 articulation conferences were organized in 1987-88 between faculty in the universities and community colleges. More effort needs to be made to get colleges and universities to systematically review Level I data and plan regular articulation activity on a faculty-to-faculty, program-to-program basis, so that

curricular adjustments can be made to insure that students will be able to meet university level standards and requirements in an efficient manner. It is important to note, however, that although community college students take in aggregate only three credits longer to earn a degree at the universities than native students, there are many program areas where this is not true. It is these areas where articulation efforts need to be concentrated. Areas where there are discrepancies between the academic performance of community college and native students need in-depth examination, as well. It should be noted that this examination goes both ways, inasmuch as there are a number of program areas where community college students out perform university students.

From these faculty-to-faculty articulation activities should flow stronger communication and cooperation. It is hoped that joint programs will be expanded. Summer institutes for the gifted high school students in math, science, and computer science have been conducted on a joint basis in recent years, as have some teacher training programs. These kinds of joint efforts should be encouraged. There are many joint concerns, especially with respect to how curriculum content should be articulated from one level to the next, from high school through college. The learning expectations need to be clearer as students move from one level to the next in program and/or academic discipline areas. There is a common concern at all levels of education regarding basic skills. CLAST and entry level testing provide a basis for articulation of these concerns between and among the

schools, community colleges, and universities. These are but a few of the areas of mutual concern which impell articulation activity to concentrate more and more upon faculty-to-faculty articulation.

8. **The program review data and other data should continue to be refined to provide accurate student performance data in relation to program curriculum and articulation. The colleges and universities should be systematic in reviewing program review data to organize faculty-to-faculty articulation activities.**

Vocational Program Leveling

The classification of vocational programs as to whether they are associate in science degree or certificate level programs has been a continuing source of controversy between the area vocational centers under public school district control and the community college. In 1983, as a consequence of a study of vocational education by the Postsecondary Education Planning Commission, the Legislature mandated that the Division of Vocational, Adult, and Community Education (DVACE) and the State Board of Education assign a level to each vocational/occupational program offered in the state. The classifications as to whether a program is to be postsecondary adult vocational (PSAV) or postsecondary vocational (PV) were to be consistent statewide. In order to classify the hundreds of programs, the DVACE assembled task forces of faculty and academic

administrators representing the area centers and community colleges to make recommendations on program levels. The project has taken nearly four years, involving hundreds of people. In effect, it has been a major articulation project. The recommendations are to be approved in 1988 by the State Board of Education and implemented in July, 1989.

Associate in Science Transfers

The admission of associate in science (A.S.) students to the universities has created a number of long standing issues. The A.S. degree is technically a terminal degree to be used for job entry. However, it is increasingly evident that large numbers of such students are transferring to the universities for baccalaureate degrees. In fact, the universities are encouraging their transfer in certain upper division technical programs. Typically, these students must take at least a term longer to earn a degree. The difference in the length of program tends to be in the area of general education. Associate in science students take less general education course work than A.A. students, which must be made up in the upper division. The Articulation Coordinating Committee, on two occasions, has established a task force to look into the need for a statewide transfer agreement for A.S. students. Each time, it was concluded that such agreements should be developed at the local level on an individual community college to university basis. The exception to this was in the area of nursing where the Legislature requested that the Articulation Coordinating

Committee develop a statewide nursing transfer agreement. The agreement was developed in 1984, but many believe that it needs to be revisited. It is thought, also that there may be some other program areas where such statewide agreements could be developed in order to facilitate the transfer of A.S. degree students into appropriate upper division programs. These areas would appear to be in business, the technologies, and in health related professions.

9. **The State Board of Community Colleges should continue to evaluate the transferability of the A.S. degree. Articulation problems within program areas should be identified during program reviews and suggestions made to enhance the transferability of students. Certain program areas should be reviewed for the possibility of establishing statewide agreements.**

Vocational Certificate Transfers

The transfer of students from area vocational center programs which offer vocational certificates is another articulation area of concern. There are increasing numbers of postsecondary adult vocational program students desiring to continue their education toward an associate and, in some cases, to a baccalaureate degree. The leveling task force of faculty and program leaders have delineated in many program areas such a career and educational track which runs from the PSAV certificate to an A.S. and, in some cases, may finally move to a

baccalaureate degree. Level III program reviews in the vocational area have dealt with these career and educational ladders, as well, in a number of program areas. This kind of comprehensive and articulated planning and program development will need to be expanded in the future. While much of the transfer articulation of vocational programs has been at the district level, there may be a need to examine where statewide agreements may be useful. The State Board of Community Colleges should encourage the development of a coordinated 2+2+2 curriculum between high schools, area vocational centers, community colleges, and universities which would facilitate the admission and transfer of students in vocational programs.

Associate in Applied Science and Certificates

The 1987 Legislature passed a law which permits community colleges to offer the associate in applied science (A.A.S.) degree. Other statutes imply that all degrees and certificates should be defined in statute and rule. There has been considerable debate during 1987-88 as to how this newly authorized degree should be defined. Proposals had been put forward in previous years to institute the A.A.S. as the vocational/occupational degree instead of the A.S. The A.S. degree would become another transfer degree paralleling the B.S. degree at the university level, while the A.A. would parallel the B.A. degree. There were still others who desired to keep the A.S. degree, but add the A.A.S. as an alternative vocational/-

occupational degree, mixing college and vocational credits. As an interim measure, the State Board of Community Colleges in March, 1988, passed a temporary definition of the A.A.S. which follows the latter option. The systemwide councils and committees are to continue to debate this issue during the remainder of 1988 and recommend to the Board whether the degree should be removed, follow the interim definition, or some other definition. The leveling project has defined three types of certifications for vocational/occupational programs, the A.S. degree, postsecondary college credit certificate, and the postsecondary adult vocational certificate. Each of these certifications must have a relationship to an occupation and not be duplicative.

10. **The State Board of Community Colleges should continue to review the A.A.S. degree to determine its hierarchy in relation to the degrees and certificates already offered.**

Registration Process and Orientation

Registration for transfer students has been a problem for some time at many of the universities. Transfer students have perceived that they have a low priority in the registration process for needed courses during their first term of transfer. In many cases, the perceptions were found to be true. This problem was called to the attention of the Articulation Coordinating Committee in 1984-85 and a concerted effort was made on the part of the Board of Regents to encourage the universities to

establish procedures that insure that community college transfers have an equal chance to get junior level courses needed for university graduation in the term they are making their transfer.

In the same vein, during the 1986-87 year, the House of Representatives Education Committee staff conducted public hearings around the state on articulation problems. The hearings were under the direction of a special task force appointed by the Legislature. Students testified that they felt that the universities needed to do more to provide transfer students with appropriate orientation to university procedures and environment. The Articulated Acceleration law now requires that such orientation be provided. It may now be time to determine how well such orientation is being done and whether this criticism is no longer valid. Special attention should be given to the extent to which students are being made aware of their rights under the Articulation Agreement and the procedures for bringing articulation complaints before the Articulation Coordinating Committee.

11. **The State Board of Community Colleges and each of the 28 community colleges and the Board of Regents and the nine universities should inform high school and community college transfer students of their rights as protected under the**

Articulation Agreement. This would include, but not be limited to, stating the procedures for individual students to register articulation grievances with the Articulation Coordinating Committee.

STUDENT SERVICES

The main issue in student services is maintaining an open communication link among institutions and from the institutions to the students.

The area of student support services plays a critical role in the articulation process. The mechanisms that allow the smooth transfer of credit and the development of progressive curriculum lay the foundation for articulation. Student support services is the conduit that conveys the mechanics to students, so articulation can take place. Counseling of students, whether career, personal or academic counseling has been and continues to be a priority, particularly with disadvantaged students, including minorities.

12. **The State Board of Community Colleges should continue to support the role counselors play in the articulation process and the need to keep the ratio of students to counselors in concert with professional and accreditation recommendations.**

Minority Student Access

Minority participation in the postsecondary eductional system has been declining since 1977. Just recently the declining rates have shown signs of leveling off. In Florida, the percentage of blacks in the

Community College System has fallen from 15.16% first-time-in-college in 1977 to 9.6% in 1987, however, the enrollment of blacks in the university system was increasing during this same time span. Although the ten-year picture shows a decline, the enrollment of blacks during the past three years has tended to level out and increase very slightly. More study is needed on these enrollment trends and the implications for each system. Concern is especially high for black males who are outnumbered by black females in the postsecondary system two to one. (See Table 5) A study done by the Postsecondary Education Planning Commission on student progression shows that Black and for the most part Hispanic progression from high school through the awarding of Doctoral and Professional Degrees has declined. The percentage of black students lost 7% from the point of high school graduation to entrants of first-time-in-college and 5% from the point of first-time-in-college to Bachelor's degree award. With a limited pool of black applicants to draw from, universities and community colleges are on a collison course in terms of recruiting minority students.

13. **The community college and university systems should cooperate on developing policies, procedures and programs aimed at increasing opportunities for all minorities to have access to and success at a postsecondary education.**

TABLE 5

MINORITY REPRESENTATION
AT SELECT POINTS IN HIGH SCHOOL AND COLLEGE PROGRESSION: GAINS AND LOSSES

SELECT PROGRESSION POINTS	WHITE	BLACK	HISPANIC	OTHER**
Ninth Grade Membership (1984 85)				
Percent of Total	70.73	20.46	7.64	1.16
Gain (+)/Loss (-)*	0.00	0.00	0.00	0.00
High School Graduates (1984-85)				
Percent of Total	72.94	18.38	7 52	1.17
Gain (+)/Loss ( )*	+2.01	2.08	0.12	+0.01
First Time in College (Fall 1984)				
Percent of Total	76.74	11.01	10 49	1.76
Gain (+)/Loss (-)*	+6.01	-9.45	+2.85	+0.60
Bachelor's Degrees Awarded (1984 85)				
Percent of Total	84.79	6.87	6.76	1.57
Gain (+)/Loss ( )*	+14.06	-13.59	-0.88	+0.41
Master's Degrees Awarded (1984 85)				
Percent of Total	89.80	5.03	4.12	1.06
Gain (+)/Loss ( )*	+19.07	-15.43	-3.52	-0.10
Doctoral and First Professional Degrees Awarded (1984-85)				
Percent of Total	89.64	4.61	4.12	1.63
Gain (+)/Loss ( )*	+18.91	-15.85	-3.52	+.47

* Percent of representation in group - Percent of representation in Ninth Grade.
** Asians/Pacific Islanders and American Indians/Alaska Natives.

Sources: MIS, Department of Education; State Board of Community Colleges; Board of Regents.

Student Financial Aid

Cutbacks of financial aid at the federal level have been a major contributing factor in the opinion of many for the decline in minority student participation in higher education on a national and state level. The impact has been on all students, but more pronounced with respect to minority students. While this report is not purposed to take on all the problems of equal access and equal opportunity, it is important to realize that if the community colleges are to fulfill their mission of providing the widest possible access to educational opportunity, student financial aid must be adequate to remove college costs as a barrier to enrollment. The Postsecondary Education Planning Commission study of financial aid completed in 1983 highlighted the problems Florida students have in obtaining requisite student financial aid to continue their education beyond high school. Student financial aid awarded to students in the community colleges must be picked up by the universities for those students transferring to complete baccalaureate degrees. This is not always the case. Better ways need to be found to provide a clear four-year assurance of support for students entering transfer programs.

Other financial aid problems exist, as well. Students entering remedial programs will by definition proceed toward an associate degree at a slower pace. There are dangers that the federal programs may not provide financial aid to students who are in college and vocational preparatory programs. Such alarms have been heard just recently from Washington. State programs will

only support students for a limited number of terms, which makes it difficult for disadvantaged students to move through at often a needed slower pace. Most of the community college students are older, working people, who have family obligations. They cannot afford to be saddled with high indebtedness. Loans do not address their needs. More grant assistance is needed. It is evident that more needs to be done to reduce attrition in our colleges and universities, especially attrition that comes directly from financial needs of students.

14. The State Board of Community Colleges should conduct a review of state financial aid sources to determine if community college students are participating at an appropriate level.

Counseling Information for Students

The 1971 Agreement required that the universities publish for students, in a common format, information on course prerequisites for upper level university programs. By the mid-1970's, the universities had not only agreed on a common format for such information, but they had begun to publish counseling manuals for community college counselors, which contain a wealth of information about university transfer admissions. The manuals provided a program by program map of what students should take at the lower division level and what they should expect to take at the upper level to complete a degree program.

By the early 1980's, some community colleges were experimenting with putting the counseling manual information into computer systems, which made it possible for students in a registration process to check-off the extent to which they were meeting the requirements for an associate and baccalaureate degree. Miami-Dade Community College and Florida Community College at Jacksonville, to name two institutions, have such systems operational. Efforts were made in 1983 and 1984 by the Division of Community Colleges to obtain categorical funding to develop a statewide system for computerizing such information for counseling and advisement purposes. The State University System had an equal interest in developing a computerized advisement system for their students.

As a consequence of the interest in both systems in computerized advisement programs, the Legislature in 1985 began to fund a student academic support system (SASS) for the universities and a student on-line advisement and articulation system (SOLAR) for the Community College System. SASS is an academic audit system which will provide students with an academic plan according to their selected major. The program is designed to interact with student registration and provide a planning spring board for course offerings.

SOLAR will contain in its database the lower division course requirements for the community colleges and the universities and the upper division course and admission requirements for each university program areas. Students will be able to key in what postsecondary institutions

they will be attending and their program major in order to receive information that will map out exactly what courses and requirements need to be followed to enhance articulation and eventual graduation from the system.

In addition, vital information about what students should take in high school to prepare for college, what entrance tests to take, a profile of each college and university, and information on student financial aid opportunities will be on SOLAR. In addition, freshman admissions information, currently published in the Counseling for Colleges Handbook, and is presented at joint university/community college regional admissions workshops. Hundreds of high school counselors have participated in these workshops and benefited from receiving up-to-date admissions and program information useful to students. Now the information will be accessible via the computerized SOLAR program.

Under 240.115, Florida Statute, SASS and SOLAR are to be articulated. Efforts are underway to define exactly what form that articulation will take. It is apparent that both systems will make it possible for students to obtain vital course prerequisite information more accurately and faster. While SOLAR is an exploratory, interactive system, the need still exists for community colleges to have program audit systems. This may be accomplished through the articulation of SASS and SOLAR. Once more, few, if any, states have made such a strong commitment to get vital counseling information to students using the latest technology. The potential for SASS and SOLAR for much improved guidance and articulation is very great.

15. **The State Board of Community Colleges should support legislative budgeting initiatives for the development and updating of computerized program advisement and auditing systems at all community colleges.**

Articulation Officers and Counselors

In 1987, the legislature required the idenfication and/or appointment of community college articulation officers at each of the community colleges. Although specific responsibilities were not mandated, it is anticipated that the community college articulation officers will function in a similar capacity to their counterparts in the universities. The university articulation officers have been instrumental in facilitating the development of articulation in Florida and are pivotal to the continued success of the 2+2 system. The increased articulation activities at community colleges emphasize the need for community college articulation officers who can influence the policies and programs impacting articulation.

16. **The State Board of Community Colleges should help to define the responsibilities of the community college articulation officers and promote the exchange of ideas and information relating to articulation.**

CONCLUSION

The subject of articulation is complex and broad, cutting across all aspects of education, from curriculum development to student services. Each juncture and program, by itself, could command a separate study. And, in fact, several on-going studies are in progress. Overall, it was found that Florida has in place a 2+2 system that is second to none. The range of articulation processes and relationships is comprehensive and functioning effectively. Transfer mechansims are continually being monitored, developed and improved upon. And, above all, an attitude of cooperation, respect, and trust exists among those individuals responsible for making articulation work.

In addition to these major activities already discussed, there are dozens of other kinds of inter and intra-institutional cooperation and articulation programs in Florida that operate on a voluntary basis. Some of these are:

- joint use of facilities and campuses by community college, universities, and schools;

- intersector and interinstitutional regional consortia to coordinate more effectively with business and industry;

- regional and statewide library networks;
- joint teacher training activities;
- International Linkage Institutes co-hosted by universities and community colleges;
- SUS campus visits and tours by community college faculty and students;
- Intra-institutional administrative workshops between professionals in similar administrative positions; and,
- Articulation seminars and professional association activities.

However, even with the best of systems, there is still room for improvement. Issues and problems were identified and recommendations brought forth in a number of areas including: student financial aid; limited access program admissions; implementation of the foreign language requirements; CLAST; the transfer of credits for non-A.A. degree holders; program review coordination; and others. These issues and recommendations were brought forth in the spirit of excellence and progress and not as detractors of a system that is a model for the nation.

APPENDIX A

ARTICULATION PLAN FRAMEWORK

Articulation Study
Framework

I. STATEWIDE

- Articulation Agreement
- Common Calendar
- Articulation Coordinating Committee
- Regional Coordinating Councils

II. ADMISSIONS

- Minimum Admissions Requirements
  - Associate of Arts Degree
  - Associate of Science Degree
  - Foreign Language Requirement
  - Admissions Handbook
- Registration
- Placement Testing
- Orientation
- Common Transcripts
- Electronic Transcripts
- Articulated Acceleration
  - CLEP
  - AP
  - USAFI
  - PEP
  - Dual Credit
  - International Bac.
  - Credit by Exam

III. TRANSFER OF CREDIT

- Common Course Numbering
  - Course Transferability
- Common Transcripts
- Associate of Arts Degree
  - CLAST
- General Education Requirements
  - Gordon Rule
- Associate of Science Degree
- Associate of Applied Science
- Certificates

IV. CURRICULUM

- Program Review
- Leveling
- Joint Programs
  - Faculty-to-Faculty Articulation
  - Basic Skills

V. STUDENT SERVICES

- Registration
- Articulation Officers
- Counseling/Advising Manual
- Computer-Assisted Advisement Systems
- Financial Aid

VI. OTHER ARTICULATION ACTIVITIES

- Recruitment
- Joint Use Facilities
- Common Catalogs
- Visits to College/Univ. Campus
  - College Fairs
  - Counselor Visitations
  - Co-advising Students
- Counselor Orientation Sessions
- Council/Staff Meetings on Articulation
  - Presidents/CEO's
  - Student Affairs Officers
  - Instructional Affairs Officers
  - Registrars/Admissions Officers
  - Articulation Officers
- Professional Association
  - FACRO
  - FACC
  - AACJC
- Articulation Conferences
  - 2+2 Seminar
  - Florida Academic Advising Conference
- Intrainstitutional Articulation with Departmental Reps.
- Intersector and Inter-institutional Regional Consortia with Business and Industry
- Internat'l Linkage Institutes

APPENDIX B

NATIONAL ARTICULATION SURVEY RESULTS

A REPORT ON NATIONAL ARTICULATION PROGRAMS

At the request of the Florida State Board of Community Colleges Task Force on Articulation, a national survey was developed and administered to 26 states. The purpose of this survey was to compare Florida's articulation efforts to those of other states identified as having legally-based or state polices which govern articulation practices between institutions of higher education.

A verbal communication was made by telephone to the 26 states identified to participate in the survey. The purpose of the initial communication was to identify the appropriate state level administrator to participate in the survey. Appointments were made, and a second telephone communication was made to each person for the purpose of conducting the actual survey. In between the two communications, the survey instrument was reviewed, modified, and approved by the Florida State Board of Community College Task Force on Articulation.

A draft of the collected data was then compiled for each state and copies were sent to each survey participant to review. Revisions were made and the raw data was used to develop the following tables. The report describes each state's activities regarding articulation policies which exist between public school districts, vocational technical institutes, community/junior colleges, and universities and colleges. General observations include:

* Many state mandated articulation agreements are recognized as state policies developed through voluntary and cooperative efforts between community/junior colleges and university systems.

* State oversight of these agreements is not always adequate for policy enforcement; therefore, many states rely on interinstitutional regulation of these policies and agreements.

* In many cases, the general education core is not fully transferable even when part of a completed associate's degree, designated as the primary transfer degree.

* Common course numbering systems are practiced in five states: California, Florida, Kentucky, Nevada, and Oklahoma; however many common course numbering systems also exist exclusively within community college and university systems.

Only one state, Alaska, commonly transfers course transcripts electronically. All institutions in Alaska are on the same computerized student information system. Institutions under the University of Alaska system can electronically access transcripts from other institutions for up to five years.

TABLE 1: Along with Florida, only four other states, Missouri, Rhode Island, Texas and Washington, have formal/legally based articulation agreements existing between their systems of higher education.

TABLE 2: This table indicates the type of associate degrees offered by the 26 state community college systems, as well as specialized associate degrees offered by Arizona, Illinois, Nevada, New York, Rhode Island, Virginia and Washington.

TABLE 3: This table describes which states have student service mechanisms as part of their articulation agreement. These mechanisms include: Common course numbering system, common transcript format, common calendar (statewide), counseling/advising manuals, and designated full-time articulation officers.

TABLE 4: This table indicates whether completed general education packages are transferable from a community college to a state university/college or whether additional hours are required (Refer to question 4).

TABLE 5: This table describes which states report student data back to other public institutions for follow-up (tracking) purposes. Although many of the states are not required by law to do this, many states commonly practice student data reporting.

TABLE 6: Table 6 indicates which states have prescribed mandated testing for placement purposes and for the purpose of entering upper division.

TABLE 7: This table shows the total number of students served by each state community college system. Many states failed to indicate this number in the final communication. (*) indicates states which provided a breakdown of the number of students served by degree program.

In conclusion, the results of this survey indicate that Florida continues to serve as a model for many states recognized as having formal and/or legally-based articulation agreements in place. According to similar studies (i.e. The Articulation Transfer Phenomenon: Patterns and Directions, Kintzer and Wattenbarger, 1985, p.40), the number of states implementing formal articulation policies has not substantially increased in the past 15 years. Voluntary agreements among individual institutions within a state seem to be the practice of 6 of the 26 states participating in the survey. 16 of the 26 honor a state system policies and 5 have formal/legally-based articulation agreements. These 26 states were initially identified as having formal/legally-based policies or state system policies. Throughout the survey, special attention has been given to the generic use of the term "articulation" which refers to a range of processes involved in the systematic movement of students interinstitutionally and intersegmentally throughout postsecondary education. (Preface, The Articulation/Transfer Phenomenon, p.iii) With this in mind, Florida has maintained a national trend (voluntarily and legally) in many areas of articulation through its application and comprehensiveness.

TABLE 1

PATTERNS OF ARTICULATION AGREEMENTS

Formal/Legally Based Policies	State System Policies	Voluntary Agreements Between Institutions
Florida	Alaska	Kentucky
Missouri	Arizona	Minnesota
Rhode Island	California 1.	Mississippi
Texas 2.	Georgia	Nebraska
Washington	Illinois 3.	North Dakota
	Kansas	Pennsylvania
	New Jersey	
	Maryland	
	Nevada	
	New York 4.	
	Oaklahoma	
	South Carolina	
	Utah	
	Virginia	
	West Virginia	
	Wisconsin 5.	

Source: Florida Articulation Taskforce, Telephone Survey. Pica. J. A., 1988

1. California State University System allows greater flexibility for transfer students than the University of California System.

2. Core Transfer Curriculum mandated by law.

3. Articulation that does exist is recommended, not legally binding.

4. Policy not considered statewide because State University of New York does not represent all of the state's higher education.

5. Emphasis on articulation between vocational technical institutions and public state universities.

Table 2

TYPES OF TWO YEAR DEGREES OFFERED BY STATE COMMUNITY COLLEGES

State	AA	AS	AAS	Other
Alaska	P	---	X	
Arizona	P	P	X	AAA=Assoc. in Applied Arts ASG=Associate in General Studies
California	P	P	---	
Florida	P	X	---	
Georgia	P	P	X	
Kansas	P	P	X	
Kentucky	P	P	X	
Illinois	P	P	X	AGS=Associate in General Studies
Maryland	P	---	---	
Minnesota	P	T	X	
Mississippi	P	T	---	
Missouri	P	T	X	
Nebraska	P	P	X	
Nevada	P	T	X	AGS=Associate in General Studies 1
New Jersey	P	T	X	
New York	P	P	T	AOS=Associate in Occupational Studies
North Dakota	P	P	X	
Oklahoma	P	P	X	
Pennsylvania	P	X	---	
Rhode Island	P	X	---	AAT=Assoc. in Applied Technology AAB=Assoc. of Arts in Business 2

(continued on next page)

AA = Associate in Arts
AS = Associate in Science
AAS = Associate in Applied Science
--- = Degree not offered

P = Primary Transfer Degree
T = Transferable degree in some cases
X = Terminal Degree

Table 2 cont.

TYPES OF TWO YEAR DEGREES OFFERED BY STATE COMMUNITY COLLEGES

State	AA	AS	AAS	Other
South Carolina	P	T	---	
Texas	P	X	X	
Utah	T	P	X	
Virginia	P	P	X	AA and S=Combination AA+AS, Transferable
Washington	P	P	---	ATA=Assoc. in Technical Arts AGS=Assoc. in General Studies
West Virginia	P	T	X	
Wisconsin	P	---	X	

Source: Florida Articulation Taskforce, Telephone survey, Pica, J. A., 1988.

AA = Associate in Arts
AS = Associate in Science
AAS = Associate in Applied Science
--- = Degree not offered

P = Primary Transfer Degree
T = Transferable Degree in some cases
X = Terminal Degree

1. Only one institution offers the Associate in General Studies.

2. Example of many sub-title names used by discipline.

TABLE 3

MANDATED/VOLUNTARY MECHANISMS WHICH AID ARTICULATION

STATE	CCN	CC	CTF	CM	AO
Alaska	N	N	Y	N	N
Arizona	N	N	N	Y	N
California	Y	N	N	V	Y
Florida	Y	Y	Y	Y	Y
Georgia	N	Y	Y	N	N
Illinois	N	N	N	Y	N
Kansas	N	N	N	N	N
Kentucky	Y 1	N	N	N	N
Maryland	N	N	N	N	N
Minnesota	N	N	N	V	N
Mississippi	N	N	N	N	N
Missouri	N	N	N	N	Y
Nebraska	N	N	N	N	N
Nevada	Y	N	N	Y	Y
New Jersey	N	N	N	N	N
New York	N	N	N	N	N
North Dakota	N	N	Y 2	N	N
Oklahoma	Y	Y 3	Y	V	N
Pennsylvania	N	N	N	N	N
Rhode Island	N	N	N	V	Y
South Carolina	N	N	N	N	N
Texas	N	Y	N	N	N
Utah	N	N	N	N	Y
Virginia	N	N 4	N	V	N
Washington	N	N	N	N	Y
West Virginia	N	N	N	N	N
Wisconsin	N	N	N	?	N

Sourse: Florida Articulation Taskforce, Telephone Survey, Pica, J. A, 1988.

CCN = Common Course Numbering
CC = Common Calendar
CTF = Common Transcript Format
CM = Counseling Manual
AO = Articulation Officer
N = No, Y = Yes, V = Voluntary,

1. Only within University of Kentucky, Lexington campus. All 14 community colleges are under a common catalog.
2. North Dakota has a statewide administrative computing center that all transcripts are generated from.
3. Academic calendar approved each year by Board of Regents.
4. Virginia will be on a common calendar when Virginia Tech community college system change to semester system Sept. 1988.

Table 4

If a transfer student completes the general education requirements at one community college (without completing a two year degree) and it is so denoted on that student's transcript, will the student have satisfied the general education requirements for all other public state universities or colleges?

States with formal articulation agreements		States without formal articulation agreements	
YES	NO	YES	NO
Missouri	Rhode Island 1.	Georgia	Alaska
Florida	Texas 2.	Kansas	Arizona
	Washington 3.	New York	California
		Utah	Illinois
			Kentucky
			Maryland
			Minnesota
			Mississippi
			Nebraska
			Nevada
			New Jersey
			North Dakota
			Oklahoma
			Pennsylvania
			So. Carolina
			Virginia
			West Virginia
			Wisconsin

Source: Florida Articulation Task Force, Telephone Survey. Pica, J. A., 1988

1. University may accept the completed general education, but the individual college may not accept the completed general education.

2. There is no standard general education policy.

3. The associate degrees will provide for the fulfillment of college and university general education. ICRC Information Booklet p. 11

The majority of states under "states without formal articulation agreements", No, use a course by course evaluation policy when a student transfers without an associate degree, but with completed general education.

Table 5

Student Data Reporting Among Public Institutions As Part of Articulation Agreement

States with formal articulation agreement		States without formal articulation agreement	
YES	NO	YES	NO
Florida	Missouri 1	Arizona 2	Alaska
Texas	Rhode Island	Nebraska 3	California
Washington 4			Georgia 5
			Illinois
			Kansas
			Kentucky
			Maryland
			Minnesota
			Mississippi
			Nevada
			New Jersey
			New York
			North Dakota
			Oklahoma
			Pennsylvania
			South Carolina
			Utah
			Virginia
			West Virginia
			Wisconsin

Source: Florida Articulation Task Force, Telephone Survey. Pica, J. A., 1988

1. A separate project provides data feedback on student performance.

2. Arizona law requires universities and community colleges to report student data pertaining to math and English back to high schools.

3. May be part of individual agreements.

4. Part of Intercollegiate Relations Commission Policy.

5. Board of Regents provide student data for all of their 33 institutions.

The majority of the states under "States without formal articulation agreements", No, have indicated that although student data reporting is not required or mandated by law, it is commonly practiced at many levels (Univ., C.C., H.S.).

TABLE 6

Prescribed Mandated Testing

FTIC Placement		Entrance into Upper Division	
YES	NO	YES	NO
	Alaska		Alaska
	Arizona		Arizona
California			California
Florida		Florida	
Georgia			Georgia
	Illinois		Illinois
	Kansas		Kansas
	Kentucky		Kentucky
	Maryland		Maryland
	Minnesota		Minnesota
	Mississippi		Mississippi
	Missouri		Missouri
	Nebraska		Nebraska
Nevada 1			Nevada
New Jersey			New Jersey
	New York		New York
	North Dakota		North Dakota
	Oklahoma		Oklahoma
	Pennsylvania		Pennsylvania
	Rhode Island		Rhode Island
	So. Carolina		So. Carolina
Texas 2		Texas	
	Utah		Utah
	Virginia		Virginia
	Washington		Washington
	West Virginia		West Virginia
Wisconsin 3			Wisconsin

Source: Florida Articulation Task Force, Telephone Survey.
Pica, J. A., 1988

1. Community college, English placement only.
University, English and math placement.

2. New law effective fall 1988 will provide for placement testing in community colleges and universities. Individual institutions monitor student placement and the state will set passing and failing scores for entrance into upper division.

3. English and math placement only at the university level.

Table 7

TOTAL NUMBER OF STUDENTS SERVED

State	# of students served
Alaska	Fall 1986 = 18,571
Florida	
Georgia	Fall 1987 = 28,000
Kentucky *	Fall 1987 = 29,780
Missouri *	Fall 1987 = 60,892
Nevada	Net Annual = 29,651
Pennsylvania	Fall 1986 = 86,995
South Carolina *	Fall 1987 = 22,977
Texas	Fall 1987 = 321,896

Source: Florida Articulation Task Force, Telephone Survey. Pica, J. A., 1988

* State also provided a breakdown of the number of students enrolled in degree programs. (Refer to supplement of main document.)

States not included in this table did not respond to the final written communication.

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Florida State Department of Education. Articulation. Tallahassee: Division of Community Colleges, Florida State Department of Education, 1983.

SAMPLE

STATE:

NAME OF STATE AGENCY:

CONTACT PERSON PARTICIPATING IN SURVEY:

TITLE:

PHONE:

MAILING ADDRESS:

DATE SURVEY COMPLETED:

==========

INTRODUCTION

The Division of Community Colleges in the State of Florida is conducting a telephone survey of 30 states who have been identified as having either state policies regarding articulation or legally based articulation agreements. We are especially interested in the efforts of school districts, vocational technical institutions, community/junior colleges, and universities/colleges in facilitating the movement of students between institutions.

The information collected from each state participating in the survey will be included in a report to be submitted to Florida's Articulation Coordinating Committee in early May. This report is part of a review being conducted by an articulation task force.

Do you wish to receive a copy of the completed survey of all 30 states? YES NO

DATE SENT:

Would you be able to provide me with a copy of your state's articulation agreement along with any other related materials concerning articulation in your state? YES NO

b. Which of those degrees is the primary transfer degree for admission of transfer students from a community college to a state university/college? Are there any other degrees that are transferable to a university other than this primary degree?

c. If a student transfers with this ( ) degree, is there a minimum number of allowable hours that the student will be awarded by the senior institution? For example, if a student transfers with an AA degree from a Florida community college, that student is guaranteed admission to upper division and is awarded a minimum number of 60 semester hours.

4. If a transfer student completes the general education requirements at one community college and it is so denoted on that student's transcript, will the student have satisfied the general education requirements for all other state universities or colleges?

YES NO

DESCRIBE:

5.a. Does your state's articulation agreement provide for the acceptance of advance placement mechanisms such as:

CLEP	Dual Credit
AP	International Baccalaureate
Military Credit	Credit by exam

b. Does this apply to both state universities/colleges and community colleges?

6. Does your state's articulation agreement provide for a common course numbering system ? YES NO

For example, would a course at a community/junior college with the same prefix and number as a course at a university automatically transfer under this common course numbering system? YES NO

7. Is there a common transcript format used by all community/junior colleges and universities/colleges?

YES NO

Can these transcripts be electronically transferred between institutions and/or school districts?

YES NO

8. Does your articulation agreement provide for specific student data to be reported back to...

high schools from universities? YES NO
high schools from community colleges? YES NO
community colleges from universities? YES NO

9 a. Are state universities/colleges required to produce an academic counseling/advising document beyond the yearly catalog and/or student handbook?

For example, a yearly document which contains information about limited access programs, prerequisite courses needed for certain majors, and university admissions requirements as they pertain to:

transfer students YES NO high school students YES NO

b. Is this document produced...

by the university for the high school? YES NO
by the university for the community college? YES NO
by the community college for the high school? YES NO

c. Is this document accessible to students by computer?
YES NO

10. Does your state's articulation agreement require the identification of a position at each level who deal specifically with articulation issues?

YES NO

11. Does your articulation agreement provide for a common calendar with prescribed common entry points?

YES NO

12. Does your state have prescribed mandated testing for...

a. placement?
b. exit into upper division?

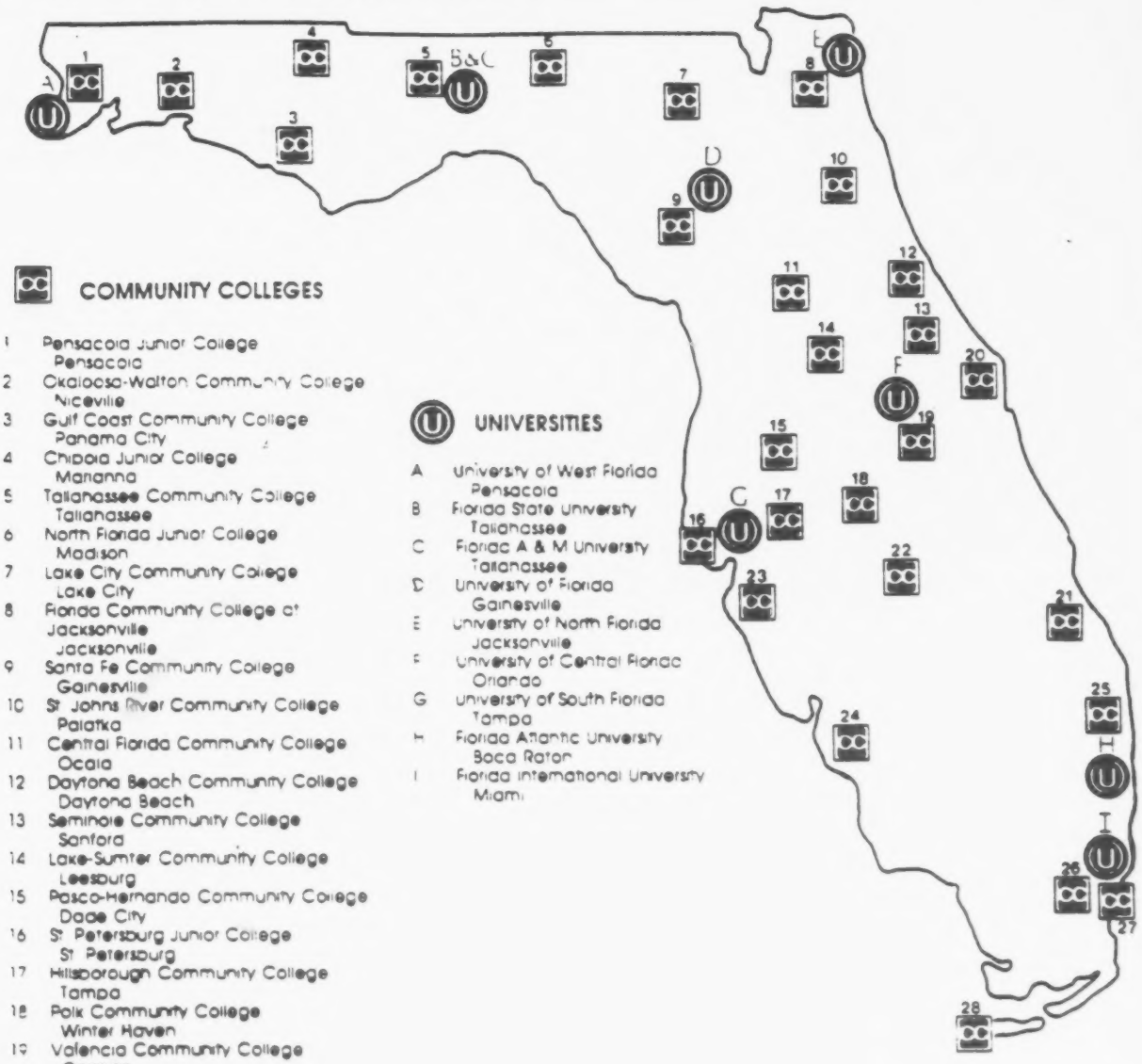
13. Is there anything about your state's articulation efforts that you would like to add that has not been mentioned during the course of this survey?

DEV.: Pica, J.A., 1988

APPENDIX C

MAP OF FLORIDA'S PUBLIC POSTSECONDARY INSTITUTIONS

LOCATIONS OF THE 28 FLORIDA COMMUNITY COLLEGES AND ADJACENT UNIVERSITIES



COMMUNITY COLLEGES

1 Pensacola Junior College
Pensacola
2 Okaloosa-Walton Community College
Niceville
3 Gulf Coast Community College
Panama City
4 Chipola Junior College
Marianna
5 Tallahassee Community College
Tallahassee
6 North Florida Junior College
Madison
7 Lake City Community College
Lake City
8 Florida Community College at
Jacksonville
Jacksonville
9 Santa Fe Community College
Gainesville
10 St. Johns River Community College
Palatka
11 Central Florida Community College
Ocala
12 Daytona Beach Community College
Daytona Beach
13 Seminole Community College
Sanford
14 Lake-Sumter Community College
Leesburg
15 Pasco-Hernando Community College
Dade City
16 St. Petersburg Junior College
St. Petersburg
17 Hillsborough Community College
Tampa
18 Polk Community College
Winter Haven
19 Valencia Community College
Orlando
20 Brevard Community College
Cocoa
21 Indian River Community College
Fort Pierce
22 South Florida Community College
Avon Park
23 Manatee Community College
Bradenton
24 Edison Community College
Fort Myers
25 Palm Beach Junior College
Lake Worth
26 Broward Community College
Fort Lauderdale
27 Miami-Dade Community College
Miami
28 Florida Keys Community College
Key West

UNIVERSITIES

A University of West Florida
Pensacola
B Florida State University
Tallahassee
C Florida A & M University
Tallahassee
D University of Florida
Gainesville
E University of North Florida
Jacksonville
F University of Central Florida
Orlando
G University of South Florida
Tampa
H Florida Atlantic University
Boca Raton
I Florida International University
Miami

APPENDIX D

ARTICULATION AGREEMENT

6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.

(1) Each state university president, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit. Universities, community colleges, and school districts shall exchange ideas in the development and improvement of general education, and in the development and implementation of student acceleration mechanisms. They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish an Articulation Coordinating Committee which shall report to the Commissioner and consist of twelve (12) members appointed by the Commissioner: three (3) members representing the state university system; three (3) members representing the state community college system; one (1) member representing vocational education; three (3) members representing public schools; one (1) member from the Commissioner's staff who shall serve as chairman; and one (1) additional member. The Committee shall:

(a) Accept continuous responsibility for community college- university-school district relationships, including recommending to the Commissioner plans for school district articulation relationships with community colleges and universities, including coordination of cooperative plans required by Section 229.814(5), Florida Statutes.

(b) Establish groups of university-community college-school district representatives to facilitate articulation in subject areas.

(c) Conduct a continuing review of the provisions of Rule 6A-10.024, FAC.

(d) Review instances of student transfer and admissions difficulties among universities, community colleges, and public schools. Decisions shall be advisory to the institutions concerned.

(e) Recommend resolutions of issues and recommend policies and procedures to improve articulation systemwide.

(f) Recommend the priority to be given research conducted cooperatively by the Divisions of Community Colleges, Universities, and Public Schools with individual institutions. Such research shall be encouraged and conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Research findings shall be used to evaluate current policies, programs, and procedures.

(g) Review and make recommendations to institutions for experimental programs which vary from official transfer policy.

(h) Develop procedures to improve articulation systemwide.

(i) Collect and disseminate information on successful cooperative programs under Rule 6A-10.024(1), FAC.

(j) Perform such other duties as may be assigned in law or by the State Board or the Commissioner.

(3) General education.

(a) Each state university and community college shall establish general education core curriculum, which shall require at least thirty-six (36) semester hours of college credit in the liberal arts and sciences for students working toward a baccalaureate.

(b) After a state university or community college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, no other state university or community college to which he or she may transfer shall require any further such general education courses.

(c) If a student does not complete a general education core curriculum prior to transfer, the general education requirement becomes the responsibility of the new institution.

(4) The associate in arts degree is the basic transfer degree of the community colleges. It is the primary basis for admission of transfer students from community colleges to upper division study in a state university. It shall be awarded upon:

(a) Completion of at least sixty (60) semester hours of college credit courses exclusive of courses not accepted in the state university system, and including general education core curriculum of at least thirty-six (36) semester hours of college credit in the liberal arts and sciences;

(b) Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the baccalaureate in the same way as "D" grades obtained by students in the state universities. Whether courses with "D" grades in the major satisfy requirements in the major field may be decided by the university department or college;

(c) Completion of the requirements in Rule 6A-10.030, FAC; and

(d) Achievement of the minimum standards in Rule 6A-10.0312, FAC.

(5) College Level Examination Program (CLEP). The transfer of credit awarded on the basis of scores achieved on examinations in the College Level Examination Program is protected by this rule only for examinations taken in the national administration program of CLEP.

(a) General examinations.

1. Transfer of credit under the terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of scaled scores determined to represent student achievement at or above the fiftieth (50th) percentile on the combined men-women sophomore norms in use prior to 1978, with no letter grade or grade points assigned. Minimum scaled scores for the award of credit are:

English Composition with Essay	500
Humanities	489
Mathematics	497
Natural Sciences	
Biology	50
Physical Science	49
Social Sciences and History	488

2. No more than six (6) semester credits shall be transferred in each of the five (5) areas of the general examinations: English, humanities, mathematics, natural sciences, and social sciences-history.

3. Credit for general examinations in English taken after September 1, 1979, shall be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

4. Subscores shall be used to award credit for the general examinations in natural sciences. Three (3) semester credits may be awarded for a biology subscore of fifty (50) or above and three (3) semester credits for a physical science subscore of forty-nine (49) or above.

(b) Subject examinations. Transfer of credit under terms of this rule is mandatory provided that the institution awarding the credit did so on the basis of the fiftieth (50th) percentile or above on national norms, with no letter grades or grade points assigned. Minimum scores for the award of credit are:

Subject matter examination	Minimum score for awarding credit	Length of course for which the examination was designed (number of semesters)	Recommended maximum semester credit
Afro-American history	50	1	3
American government	50	1	3
American history	49	2	6
American history I: Early Colonization to 1877	49	1	3
American history II: 1865 to present	49	1	3
American literature	50	2	6
Analysis & interpretation of literature	51	2	6
General biology	49	2	6
Clinical chemistry	50	Based on subject matter in clinical year training.	
Calculus with elementary functions	49	2	6
Calculus with analytical geometry	49	2	6
College algebra	48	1	3
College algebra-trigonometry	50	1	3
Computers & data processing	49	1	3
Educational psychology	49	1	3
Elementary computer programming - FORTRAN IV	51	1	3
College composition	50	2	6
English literature	49	2	6
English, freshman	51	2	6
French	56	0	12
	49	0	9
	44	0	6

Subject matter examination	Minimum score for awarding credit	Length of course for which the examination was designed (number of semesters)	Recommended maximum semester credit
General chemistry	50	2	6
General psychology	50	1	3
Geology	49	2	6
German	55	0	12
	52	0	9
	43	0	6
Hemutology	51	Based on subject matter in clinical year training.	
History of American Education	50	1	3
Human growth & development	51	1	3
Immunohemotology	50	Based on subject matter in clinical year training.	
Intruduction to management	49	1	3
Introductory accounting	50	2	6
Introductory business law	51	2	6
Introductory calculus	48	2	6
Introductory economics	48	2	6
Introductory MACRO Economics	50	1	3
Introductory MICRO Economics	50	1	3
Introductory MACRO and MICRO Economics	49	1	3
Introductory marketing	50	1	3
Introductory sociology	50	2	6
Microbiology	49	Based on subject matter in clinical year training.	
Money & banking	49	1	3
Spanish	55	0	12
	48	0	9
	45	0	6
Statistics	51	1	3
Tests & measurements	49	1	3
Trigonometry	54	1	3
Western civilization	49	2	6
Western civilization I: Ancient Near East to 1648	50	1	3
Western civilization II: 1648 to present	48	1	3

(c) Forty-five (45) CLEP credits is the maximum that may be accepted in transfer.

(d) The institution awarding CLEP examination credit may, but need not, specify for what course(s) it is being awarded.

(6) College Board Advanced Placement Program (AP).

(a) Transfer of credit under terms of this rule is mandatory, provided that the institution awarding the credit did so on the basis of College Board AP scores of three (3), four (4), or five (5) on any of the examinations in the program, with no letter grades or grade points assigned.

(b) The institution awarding College Board AP credit may, but need not, specify course(s) for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(c) College Board AP credit that duplicates CLEP credit shall not be awarded or accepted in transfer.

(7) United States Armed Forces Institute (USAFI).

(a) Credit earned through correspondence courses sponsored by USAFI may, but need not, be included under standard policies of the institutions. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores prescribed in Rule 6A-10.024(5), FAC.

(c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or above.

(d) The institution awarding credit on the work sponsored by USAFI may, but need not, specify the course for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.

(e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.

(f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, College Board AP, or courses taken in the institution or received in transfer.

(8) Proficiency Examination Program (PEP). The transfer of credit awarded on the basis of scores achieved on examinations in the Proficiency Examination Program is protected by this rule only for examinations taken in the national administration program of PEP. Minimum scores for the award of credit are:

Examination	Score	Semester Hours of Credit
Afro-American History	50 (standard score)	3
Microbiology	50 (standard score)	3
Physical Geology	50 (standard score)	3
Statistics	50 (standard score)	3

(9) Pre-professional course responsibility. Lower division programs in state universities and community colleges may offer introductory courses to enable students to explore the principal professional specializations available at the baccalaureate level. Such courses shall be adequate in content to count toward the baccalaureate for students continuing in such specialization. However, deciding major course requirements for a baccalaureate, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

(10) Limited access programs. Community college transfer students shall have the same opportunity to enroll in university limited access programs as native university students. University limited access program selection and enrollment criteria shall be established and published in catalogs, counseling manuals, and other appropriate publications. A list of limited access programs shall be filed annually with the Articulation Coordinating Committee.

(11) A state university may accept non-associate in arts degree credit in transfer based on its evaluation of the applicability of the courses to the student's program at the university.

(12) State universities and community colleges shall publish with precision and clarity in their official catalogs the admission, course, and prerequisite requirements of the institution, each unit of the institution, each program, and each specialization. Any applicable duration of requirements shall be specified. The university catalog in effect at the time of a student's initial collegiate enrollment shall govern upper division prerequisites, provided the student maintains continuous enrollment as defined in that catalog.

(13) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a

student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.

(14) When a student transfers among institutions that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be equivalent to courses offered at the receiving institution and are entered in the course numbering system. Credit so awarded can be used by transfer students to satisfy requirements in these institutions on the same basis as native students.

(15) All postsecondary courses offered for college credit, vocational credit, or college preparatory credit, as they are defined in Rule 6A-10.033, FAC, shall be entered in the common course designation and numbering system. Each course shall be assigned a single prefix and a single identifying number in the course numbering system.

Specific Authority 229.053(1), 240.115(1)(2) FS. Law Implemented 229.053(2)(c), 229.551(1)(f), 229.814(5), 240.115, 246.013 FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88.

6A-10.0241 Articulation Plans for College-Level Instruction for High School Students.
Specific Authority 229.053(1) FS. Law Implemented 229.053(2) (a)(b), 229.555, 229.814 (5), 240.115 FS. History - New 5-29-83, Formerly 6A-10.241, Amended 8-4-86, Repealed 5-17-88.

6A-10.02411 Accounting for Instructional Materials Provided for High School Students Receiving College Level Instruction.
Specific Authority 229.053(1) FS. Law Implemented 229.053(2) (a)(b), 229.555, 229.814 (5), 240.115 FS. History - New 12-19-84, Formerly 6A-10.2411, Repealed 5-17-88.

APPENDIX E

LEVEL I, AA PROGRAM REVIEW DATA

FLORIDA
COMMUNITY
COLLEGES

ASSOCIATE IN ARTS GRADUATES
PERFORMANCE IN SUS
1986 - 1987 (SUMMER, FALL, WINTER)

DISCIPLINE	UNDUPLICATED UPPER DIVISION HEADCOUNT		MEAN CUMULATIVE GPA		% 3.0 & ABOVE		% BELOW 2.0		% SUSPENDED		% GRADUATED		AVG. SSH PER TERM		AVG. TOT. SSH TO DEGREE	
GROUPINGS	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES
AG. SCIENCE AGRIBUSINESS AG. PROD.	229	293	2.68	2.66	34.9	30.7	10.0	2.7	2.6	0.6	24.4	22.1	10.2	10.9	133.0	136.2
ALLIED HEALTH	456	307	2.95	2.98	51.7	52.7	5.2	0.9	0.8	0.0	15.3	19.8	10.8	10.5	149.3	144.1
ARCHITECTURE & ENVIRON. DESIGN	453	378	2.84	2.79	42.8	37.3	5.3	2.1	1.1	1.0	15.0	17.4	9.9	10.1	141.1	139.0
BUSINESS & MANAGEMENT	12463	6438	2.61	2.84	27.8	38.3	11.4	0.8	3.3	0.2	14.0	22.3	7.7	10.2	133.7	130.0
COMMUNICATION & COM. TECH.	2337	2162	2.65	2.84	31.0	38.1	9.3	0.8	1.4	0.4	16.1	22.0	9.2	10.5	129.6	129.3
COMPUTER & INFO. SCIENCE	2106	1144	2.65	2.84	31.3	39.1	12.5	1.9	3.9	0.7	15.1	22.0	6.6	9.2	140.9	135.3
EDUCATION	4941	2030	2.92	2.75	52.5	35.0	4.7	2.5	0.7	0.7	17.0	17.0	10.7	11.6	142.3	139.7
ENG. & ENG. RELATED TECH.	4315	3794	2.63	2.81	29.1	38.3	12.6	2.1	3.4	1.0	12.6	14.5	8.3	10.2	157.2	150.3
FOREIGN LANG. & AREA & ETHNIC STUD.	182	222	2.82	2.86	48.9	48.2	8.7	1.3	2.2	1.3	9.3	21.1	7.7	9.9	145.7	129.9
HEALTH SCI.	1125	800	2.96	2.88	55.0	45.8	3.8	1.1	0.9	0.7	19.7	21.5	10.2	12.3	150.7	150.2
HOME EC.	423	245	2.69	2.65	29.3	23.2	5.4	1.2	1.6	1.6	21.9	22.8	10.8	11.5	132.5	126.9
LAW	179	28	2.81	2.81	43.5	46.4	7.8	3.5	1.6	3.5	24.0	25.0	9.1	12.4	134.3	121.0
LETTERS	767	965	2.80	2.73	44.0	33.5	8.6	2.4	2.6	1.7	17.0	19.5	8.6	10.3	131.8	128.7
LIB/GEN STUD & MULTI/ INTERDISCI PLINARY STUD.	605	1489	2.69	2.73	35.5	31.1	16.0	3.4	3.9	1.0	12.4	3.1	7.0	9.6	136.2	142.0
LIBRARY & ARCHIVAL SCI.	3	0	2.61	0.00	0.0	0.0	0.0	0.0	0.0	0.0	66.6	0.0	5.0	0.0	142.0	0.0

92/93

FLORIDA
COMMUNITY
COLLEGES

ASSOCIATE IN ARTS GRADUATES
PERFORMANCE IN SUS
1986 - 1987 (SUMMER, FALL, WINTER)

DISCIPLINE GROUPINGS	UNDUPLICATED UPPER DIVISION HEADCOUNT		MEAN CUMULATIVE GPA		% 3.0 & ABOVE		% BELOW 2.0		% SUSPENDED		% GRADUATED		AVG. SSH PER TERM		AVG. TOT. SSH TO DEGREE	
	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES
LIFE SCIENCES	976	1137	2.58	2.91	29.0	50.5	16.7	2.2	6.2	1.0	11.7	17.8	8.6	10.5	144.4	133.6
MATHEMATICS	317	364	2.60	2.80	31.2	42.3	16.4	3.5	5.3	3.0	11.0	21.0	7.5	9.6	147.9	134.1
PARKS & REC MANAGEMENT	69	63	2.80	2.87	37.6	39.6	7.2	0.0	2.9	0.0	23.1	22.2	10.5	11.8	135.1	131.7
PHILOSOPHY, REL., & THEO.	47	68	2.82	2.87	51.0	45.5	10.6	2.9	2.1	1.4	12.7	22.0	6.7	9.6	129.2	129.5
PHYSICAL SCI.	513	515	2.60	2.90	31.5	51.4	15.5	2.7	2.7	0.9	10.7	13.7	8.2	9.6	141.8	141.9
PSYCHOLOGY	1795	1010	2.77	2.81	38.6	42.3	12.4	2.0	2.5	0.6	14.8	20.8	8.3	10.2	129.4	129.1
PUB. AFFAIRS & PROTECTIVE SERVICES	1592	749	2.68	2.62	35.2	23.5	11.6	3.2	2.9	1.8	19.3	25.9	8.6	10.5	131.4	128.4
RENEW. NAT. RESOURCES (FORESTRY)	47	32	2.54	2.73	19.1	37.5	21.2	6.2	6.3	0.0	10.6	18.7	9.2	11.6	142.0	140.3
SOCIAL SCI.	2751	2410	2.61	2.63	32.2	27.3	13.9	3.3	4.0	1.9	16.5	20.5	8.5	10.3	129.1	127.2
VISUAL & PERFORM. ARTS	916	808	2.91	2.85	52.1	43.5	3.7	0.6	1.4	0.3	14.6	16.3	8.6	10.2	136.8	138.0
UNCLASSIFIED	107	201	2.41	2.48	21.5	14.4	20.5	4.9	0.0	0.5	0.0	0.0	6.5	7.9	0.0	0.0
TOTALS	39714	27652	2.7	2.8	35.1	37.4	11.2	1.9	2.8	0.9	15.1	18.8	8.6	10.4	137.8	134.3

FLORIDA COMMUNITY COLLEGES

ASSOCIATE IN SCIENCE GRADUATES
PERFORMANCE IN SUS
1986 - 1987 (SUMMER, FALL, WINTER)

CCPRAD700101
05/06/88
TIME 11:17:35

DISCIPLINE	UNDUPLICATED UPPER DIVISION HEADCOUNT		MEAN CUMULATIVE GPA		% 3.0 & ABOVE		% BELOW 2.0		% SUSPENDED		% GRADUATED		AVG. SSH PER TERM		AVG. TOT. SSH TO DEGREE	
GROUPINGS	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES
AG. SCIENCE AGRIBUSINESS AG. PROD.		293		2.66		30.7		2.7		0.6		22.1		10.9		136.2
ALLIED HEALTH	15	307	2.66	2.98	46.6	52.7	6.6	0.9	0.0	0.0	13.3	19.8	5.7	10.5	142.0	143.4
ARCHITECTURE & ENVIRON DESIGN	15	378	3.27	2.79	66.6	37.3	0.0	2.1	0.0	1.0	13.3	17.4	9.7	10.3	151.1	139.0
BUSINESS & MANAGEMENT	415	6438	2.77	2.84	38.3	38.3	9.8	0.8	2.6	0.2	13.4	22.3	6.4	10.2	144.6	130.0
COMMUNICATION & COM. TECH.	39	2162	2.94	2.84	48.7	38.1	2.5	0.8	0.0	0.4	28.2	22.0	8.5	10.5	145.6	129.3
COMPUTER & INFO. SCIENCE	87	1144	2.97	2.84	56.3	39.1	5.7	1.9	1.1	0.7	9.2	22.0	7.3	9.2	157.4	135.3
EDUCATION	143	2030	2.96	2.75	55.9	35.0	4.2	2.5	0.0	0.7	14.6	17.0	8.8	11.6	152.1	139.7
ENG. & ENG. RELATED TECH.	393	3794	2.74	2.81	38.6	38.1	9.6	2.1	4.0	1.0	11.2	14.5	6.5	10.2	159.7	150.3
FOREIGN LANG. & AREA & ETHNIC STUD	3	222	3.68	2.86	100.0	48.2	0.0	1.3	0.0	1.3	0.0	21.1	7.0	9.9	0.0	129.9
HEALTH SCI.	335	800	3.14	2.88	68.9	45.8	2.3	1.1	0.3	0.7	16.1	21.5	6.6	12.3	150.5	150.2
HOME EC.	8	245	2.16	2.65	0.0	23.2	12.5	1.2	0.0	1.6	0.0	22.8	7.8	11.5	0.0	126.9
LAW	21	28	2.68	2.81	38.1	46.4	9.5	3.5	0.0	3.5	14.2	25.0	6.1	12.4	133.8	121.0
LETTERS	12	965	3.41	2.73	83.3	33.5	0.0	2.4	0.0	1.7	16.6	19.5	6.6	10.3	140.0	128.7
LIB/GEN STUD & MULTI/ INTERDISCI PLINARY STUD.	28	1489	2.85	2.73	50.0	31.1	7.1	3.4	0.0	1.0	10.7	3.1	6.3	9.6	163.2	142.0
LIBRARY & ARCHIVAL SCI.		0		0.00		0.0		0.0		0.0		0.0		0.0		0.0

95

FLORIDA
COMMUNITY
COLLEGES

ASSOCIATE IN SCIENCE GRADUATES
PERFORMANCE IN SUS
1986 - 1987 (SUMMER, FALL, WINTER)

CCPRAD700101
05/06/88
TIME 11.17.15

DISCIPLINE	UNDUPLICATED UPPER DIVISION HEADCOUNT		MEAN CUMULATIVE GPA		% 3.0 & ABOVE		% BELOW 2.0		% SUSPENDED		% GRADUATED		AVG. SSH PER TERM		AVG. TOT. SSH TO DEGREE	
GROUPINGS	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES
LIFE SCIENCES	41	1137	2.64	2.91	34.1	50.5	9.7	2.2	7.1	1.0	7.3	17.8	6.4	10.5	160.6	133.6
MATHEMATICS	6	364	2.38	2.80	33.3	42.3	0.0	3.5	0.0	3.0	0.0	23.0	4.8	9.6	0.0	111.1
PARKS & REC MANAGEMENT	2	63	1.79	2.87	50.0	39.6	50.0	0.0	0.0	0.0	0.0	22.2	7.5	11.8	0.0	131.7
PHILOSOPHY, REL., & THEO	3	68	2.82	2.87	66.6	45.5	0.0	2.9	0.0	1.4	66.6	22.0	5.0	9.6	139.7	129.5
PHYSICAL SCI.	11	515	3.01	2.90	54.5	51.4	0.0	2.7	0.0	0.9	9.0	13.7	7.0	9.6	137.0	141.9
PSYCHOLOGY	48	1010	2.93	2.81	56.2	42.3	8.3	2.0	2.0	0.6	14.5	20.8	6.7	10.2	142.4	129.1
PUB. AFFAIRS & PROTECTIVE SERVICES	93	749	2.76	2.62	39.7	23.5	6.4	3.2	3.2	1.8	19.3	25.9	5.7	10.5	137.4	128.4
RENEW. NAT. RESOURCES (FORESTRY)	1	32	2.38	2.73	0.0	37.5	0.0	6.2	0.0	0.0	0.0	18.7	9.0	11.6	0.0	140.3
SOCIAL SCI.	77	2410	2.85	2.63	48.0	27.1	1.3	3.3	0.0	1.9	24.6	20.5	6.6	10.3	136.5	127.2
VISUAL & PERFORM. ARTS	26	808	2.99	2.85	50.0	43.5	3.8	0.6	0.0	0.3	11.5	16.3	6.8	10.2	163.8	138.0
UNCLASSIFIED	4	201	2.90	2.48	50.0	14.4	0.0	4.9	0.0	0.5	0.0	0.0	2.0	7.9	0.0	0.0
TOTALS	1826	27652	2.9	2.8	48.4	37.4	6.7	1.9	2.0	0.9	14.2	18.8	6.8	10.4	148.7	134.1

APPENDIX F

CLAST RESULTS

CLAST RESULTS FOR SEPTEMBER 1987

MEAN SCALE SCORES AND PERCENT OF EXAMINEES MEETING 1986 STANDARDS

FIRST-TIME EXAMINEES IN EACH PUBLIC INSTITUTION

REGION AND INSTITUTION	ESSAY			WRITING			READING			COMPUTATION			ALL SUBTESTS	
	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS
PANHANDLE REGION	2,312	89	4.9	2,325	96	322	2,328	94	311	2,333	91	308	2,310	81
CHIPOLA JUNIOR COLLEGE	30	90	4.9	30	100	320	30	97	313	30	97	318	30	87
FLORIDA A & M UNIVERSITY	445	81	4.4	453	90	307	456	85	295	458	80	297	444	65
FLORIDA STATE UNIVERSITY	856	92	5.1	858	98	329	859	97	317	861	94	314	856	87
GULF COAST COMMUNITY COLLEGE	91	91	5.1	91	98	331	91	99	319	91	99	316	91	90
NORTH FLORIDA JUNIOR COLLEGE	36	83	4.8	36	86	310	36	92	303	36	89	304	36	69
OKALOOSA-WALTON JUNIOR COLLEGE	103	91	4.9	103	99	327	103	96	315	103	97	313	103	85
PENSACOLA JUNIOR COLLEGE	234	91	4.7	235	97	322	235	95	311	235	89	308	234	81
TALLAHASSEE COMMUNITY COLLEGE	291	91	4.8	293	97	317	293	96	308	293	97	307	291	86
UNIVERSITY OF WEST FLORIDA	226	87	4.9	226	100	329	225	95	315	226	94	307	225	82
CROWN REGION	3,153	95	5.2	3,162	99	332	3,159	98	320	3,159	97	320	3,148	92
CENTRAL FLORIDA COMMUNITY COLLEGE	91	96	5.1	92	99	323	92	99	311	92	87	303	91	84
FLORIDA COMMUNITY COLLEGE AT JAX	381	91	5.0	382	98	321	382	97	314	381	95	310	380	86
LAKE CITY COMMUNITY COLLEGE	33	97	4.7	33	100	315	33	97	309	33	94	300	33	91
SANTA FE COMMUNITY COLLEGE	282	92	4.9	283	99	322	283	97	313	283	97	307	282	89
ST. JOHNS RIVER COMMUNITY COLLEGE	34	91	4.6	34	97	318	34	100	308	34	94	312	34	85
UNIVERSITY OF FLORIDA	2,152	96	5.3	2,157	99	336	2,154	99	322	2,155	98	325	2,148	94
UNIVERSITY OF NORTH FLORIDA	180	95	5.3	181	99	333	181	99	321	181	92	310	180	89
EAST CENTRAL REGION	1,962	94	5.1	1,968	98	326	1,967	97	316	1,968	96	313	1,961	89
BREVARD COMMUNITY COLLEGE	384	94	5.0	385	97	321	384	97	314	385	94	308	384	87
DAYTONA BEACH COMMUNITY COLLEGE	134	93	4.9	134	99	322	134	97	312	134	93	309	134	86
INDIAN RIVER COMMUNITY COLLEGE	72	92	5.0	73	100	331	73	95	319	73	99	332	72	89
LAKE SUMTER COMMUNITY COLLEGE	41	93	5.0	41	100	324	41	98	319	41	100	309	41	90
SEMINOLE COMMUNITY COLLEGE	177	92	5.0	178	99	321	178	98	319	178	100	319	177	91
UNIVERSITY OF CENTRAL FLORIDA	765	95	5.2	767	98	332	767	98	319	767	95	316	764	90
VALENCIA COMMUNITY COLLEGE	389	95	5.1	390	98	320	390	97	314	390	96	309	389	90
WEST CENTRAL REGION	2,432	92	5.0	2,439	98	326	2,440	96	316	2,440	94	311	2,431	86
EDISON COMMUNITY COLLEGE	167	94	5.2	168	96	329	168	96	313	169	90	304	167	84
HILLSBOROUGH COMMUNITY COLLEGE	255	90	4.9	255	99	323	255	94	311	255	98	318	255	86
MANATEE COMMUNITY COLLEGE	183	91	4.9	183	98	321	183	95	313	183	92	309	183	85
PASCO-HERNANDO COMMUNITY COLLEGE	53	94	5.2	53	98	327	53	98	320	53	98	323	53	92
POLK COMMUNITY COLLEGE	127	89	4.6	127	98	319	127	94	310	127	96	311	127	83
SOUTH FLORIDA COMMUNITY COLLEGE	28	96	5.0	28	100	323	28	96	305	28	93	304	28	86
ST. PETERSBURG JUNIOR COLLEGE	476	94	5.1	477	99	325	477	97	318	477	93	309	476	87
UNIVERSITY OF SOUTH FLORIDA	1,143	92	5.1	1,148	98	328	1,149	97	317	1,148	94	312	1,142	87
SOUTH REGION	2,736	87	4.7	2,747	96	317	2,747	93	308	2,747	93	309	2,731	79
BROWARD COMMUNITY COLLEGE	500	89	4.8	501	97	317	501	95	308	501	95	307	500	83
FLORIDA ATLANTIC UNIVERSITY	483	92	5.0	486	98	324	486	96	314	483	89	305	481	83
FLORIDA INTERNATIONAL UNIVERSITY	284	95	5.3	284	99	333	284	98	320	285	98	318	284	93
FLORIDA KEYS COMMUNITY COLLEGE	14	100	4.6	14	100	316	14	100	318	14	100	309	14	100
MIAMI-DADE COMMUNITY COLLEGE	1,114	81	4.4	1,121	93	3[illegible]	1,122	89	301	1,121	92	312	1,113	72
PALM BEACH JUNIOR COLLEGE	341	89	4.7	341	98	319	340	95	311	343	92	304	339	81
STATE TOTALS	12,595	91	5.0	12,641	98	325	12,641	96	314	12,647	94	313	12,581	86
STATE UNIVERSITIES	6,534	93	5.1	6,560	98	330	6,561	97	318	6,564	94	315	6,524	88
COMMUNITY COLLEGES	6,061	90	4.8	6,081	97	319	6,080	95	311	6,083	94	310	6,057	83

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CLAST RESULTS FOR SEPTEMBER 1987

MEAN SCALE SCORES AND PERCENT OF EXAMINEES MEETING 1986 STANDARDS
BY GENDER AND RACIAL/ETHNIC CATEGORY

FIRST-TIME EXAMINEES IN ALL PUBLIC INSTITUTIONS

EXAMINEE CATEGORY	ESSAY			WRITING			READING			COMPUTATION			ALL SUBTESTS	
	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS
ALL	12,595	91	5.0	12,641	98	325	12,641	90	314	12,647	94	313	12,581	86
MALE	5,701	89	4.9	5,729	97	322	5,729	95	313	5,727	95	318	5,695	85
FEMALE	6,894	93	5.1	6,912	98	327	6,912	96	315	6,920	93	309	6,886	87
WHITE, NON-HISPANIC	9,672	96	5.2	9,696	99	330	9,693	98	319	9,699	96	315	9,665	91
BLACK, NON-HISPANIC	883	78	4.2	894	91	306	898	85	295	900	82	295	881	64
HISPANIC	916	85	4.6	917	95	312	917	93	305	916	91	308	915	77
AMERICAN INDIAN/ALASKAN NATIVE	23	91	5.3	23	100	327	23	91	311	23	91	308	23	78
ASIAN/PACIFIC ISLANDER	135	76	4.5	136	91	319	136	88	304	136	97	318	135	73
NON-U.S. CITIZEN	966	71	4.1	975	92	307	974	86	297	973	92	310	962	63

APPENDIX G

COLLEGE PREPARATORY TESTING RESULTS

College Preparatory Testing
Community College
1986-1987 Results

	Reading			Writing			Mathematics		
Test	Tested	At/ABove	Below	Tested	At/ABove	Below	Tested	At/ABove	Below
SAT	8,195	6,431	1,764	6,638	5,657	981	8,240	5,741	2,499
		78.47%	21.53%		85.22%	14.78%		69.67%	30.33%
ACT	14,286	9,541	4,745	14,300	10,065	4,235	14,305	7,740	6,565
		66.79%	33.21%		70.38%	29.62%		54.11%	45.89%
MAPS	28,403	21,044	7,359	28,263	19,318	8,945	29,077	14,382	14,695
		74.09%	25.91%		68.35%	31.65%		49.47%	50.54%
ASSET	17,352	12,598	4,763	16,407	10,680	5,727	13,847	4,277	9,570
		72.55%	27.45%		65.09%	34.91%		30.89%	69.11%
Total	68,236	49,605	18,631	65,608	45,720	19,888	65,469	32,140	33,329
		73%	27%		70%	30%		49%	51%

APPENDIX H

STUDENT ACCELERATION REPORT

FLORIDA
COMMUNITY
COLLEGES

STUDENT ACCELERATION REPORT
CREDIT BY EXAMINATION/ADVANCED PLACEMENT
1986-1987

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EXAMINATIONS

	CLEP		CEEB ADVANCED PLACEMENT		OTHER EXAMINATIONS		EXPERIENTIAL LEARNING		TOTAL CREDIT BY EXAMINATION	
	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT
BREVARD	90	648	14	82			13	104	117	834
BROWARD	18	129	52	293	586	5,542			656	5,964
CENTRAL FLORIDA	30	195	6	32	1	3	21	220	58	450
CHIPOLA	7	39							7	39
DAYTONA BEACH	11	61	9	55	215	1,027	54	342	289	1,485
EDISON	48	357	18	97	45	465			111	919
FLA CC AT JAX	529	1,037	97	197	22	253			648	1,487
FLORIDA KEYS	16	196			2	12			18	208
GULF COAST	22	180	26	172			18	178	66	530
HILLSBOROUGH	76	656	15	78	112	391			203	1,125
INDIAN RIVER	22	180	26	172			18	178	66	530
LAKE CITY	9	51							9	51
LAKE SUMTER	3	15	1	3	25	87			29	105
MANATEE	16	156	13	136					29	292
MIAMI DADE	515	3,372	123	936	453	3,807	53	2,165	1,144	10,280
NORTH FLORIDA	2	9							2	9
OKALOOSA-WALTON	17	141	13	62	20	92			50	295
PALM BEACH	22	225	1	3	439	2,717	4	16	466	2,961
PASCO HERNANDO	7	81	5	10	40	163			52	274
PENSACOLA	54	301	66	138	222	308			342	747
POLK	13	99	30	158	962	2,887			1,005	3,144
ST. JOHNS RIVER	11	55	2	10					13	65
ST. PETERSBURG	63	599	86	696	57	226	1,188	6,435	1,394	7,956
SANTA FE	15	125	19	120			10	35	44	280
SEMINOLE	32	282	1	6	22	97			55	385
SOUTH FLORIDA										
TALLAHASSEE	20	131			131	470	70	461	221	1,062
VALENCIA	71	615			36	108	74	653	181	1,376
SYSTEM TOTAL	1,739	9,935	623	3,476	3,390	18,655	1,523	10,787	7,275	42,853

SOURCE OA287

FLORIDA
COMMUNITY
COLLEGES

STUDENT ACCELERATION REPORT
DUAL ENROLLMENT AND EARLY ADMISSIONS
1986 1987

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	DUAL ENROLLMENTS						EARLY ADMISSIONS		TOTALS	
	COLLEGE/HIGH SCHOOL		COLLEGE/UNIVERSITY OR OTHER COLLEGE		TOTAL DUAL ENROLLMENT		EARLY ADMISSIONS		GRAND TOTAL OF REPORT	
	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT	NO. OF STUDENTS	CREDIT
BREVARD	346	1,473			346	1,473	8	292	471	2,599
BROWARD	235	3,038			235	3,038	45	675	926	9,677
CENTRAL FLORIDA	159	1,644			159	1,644			217	2,094
CHIPOLA	222	1,979			222	1,979			229	2,018
DAYTONA BEACH	294	1,678	13	80	307	1,758			596	3,243
EDISON	547	3,724	13	85	560	3,809	55	211	726	4,939
FLA CC AT JAX	80	301	278	1,480	358	1,781	5	145	1,011	3,413
FLORIDA KEYS	127	288	54	272	181	560	5	44	204	812
GULF COAST	532	1,877			532	1,877	55	55	653	2,462
HILLSBOROUGH	469	3,594	776	2,975	1,245	6,569			1,448	7,694
INDIAN RIVER	532	1,877			532	1,877	55	314	653	2,721
LAKE CITY	208	497			208	497	4	48	221	596
LAKE-SUMTER	103	414			103	414			132	519
MANATEE	744	5,567			744	5,567			773	5,859
MIAMI-DADE	1,265	7,323			1,265	7,323	14	275	2,423	17,878
NORTH FLORIDA	185	1,938			185	1,938	3	100	190	2,047
OKALOOSA WALTON	120	649			120	649	3	73	173	1,017
PALM BEACH	122	633			122	633	4	12	592	3,606
PASCO HERNANDO	210	1,605	10	36	220	1,641	15	87	287	2,002
PENSACOLA	162	928			162	928	57	169	561	1,844
POLK	132	599	7	34	139	633	24	646	1,168	4,423
ST. JOHNS RIVER	180	1,154			180	1,154	4	122	197	1,341
ST. PETERSBURG	935	3,057	26	326	961	3,383	12	231	2,367	11,570
SANTA FE	369	3,694			369	3,694	4	30	417	4,004
SEMINOLE	543	3,137			543	3,137	9	103	607	3,625
SOUTH FLORIDA	201	1,548			201	1,548	15	135	216	1,683
TALLAHASSEE	179	1,142			179	1,142			400	2,204
VALENCIA	428	2,425			428	2,425	26	368	639	4,169
SYSTEM TOTAL	9,629	57,783	1,177	5,288	10,806	63,071	412	4,135	18,493	110,059

SOURCE DA287

APPENDIX I

PEPC - FUNDING OF ACCELERATION MECHANISMS

POSTSECONDARY EDUCATION PLANNING COMMISSION

FUNDING OF ACCELERATION MECHANISMS

A Study Prepared in Response to
Section 14, Chapter 87-212
Laws of Florida

1988 - Report 1

January 21, 1988

EXECUTIVE SUMMARY

Commission Charge

In CS/CS/HB 1008 (Chapter 87-212, L.F.), the 1987 Legislature directed the Postsecondary Education Planning Commission to "examine the current funding formulas for advanced placement, dual enrollment, and International Baccalaureate instruction and recommend funding formulas that offset the cost of providing each form of instruction, including related examinations, without making any form of instruction financially advantageous to either school districts or community colleges. The results of this study shall be transmitted to the Legislature no later than February 1, 1988."

Commission Activities

In September, 1987, the Chairman of the Commission directed the Program Committee, chaired by Harry Smith, to produce a review for the full Commission of the funding formulas for advanced placement, dual enrollment and International Baccalaureate instruction. This report was scheduled for action at the January 1988 Commission meeting.

Staff undertook activities in several areas to provide background information to support the Commission in its deliberations, including a national search and review of pertinent literature, a comprehensive review of reports generated within Florida during the last decade, and structured site and telephone interviews. In addition, a Technical Panel was convened to provide technical expertise for the study. The Department of Education Bureau of Management Systems and Services provided a cost survey of the advanced placement and International Baccalaureate programs. Finally, public hearings were held in Tampa and Tallahassee to receive testimony from interested parties.

Articulated Acceleration Mechanisms

There are six main articulated acceleration mechanisms in use in Florida secondary schools: advanced placement, dual enrollment, early admission, the International Baccalaureate program, the College-Level Examination Program (CLEP), and the Proficiency Examination Program (PEP).

Current Funding Procedures

For advanced placement students, school districts are allowed to generate an additional .3 FTE for each student scoring 3 or higher on the nationally standardized Advanced Placement examination. Dually enrolled students generate FTE funding for the school district and the community college receives an additional .3 FTE for each FTE generated under dual enrollment. Early admission is funded as a dual enrollment program. Dually enrolled students are exempt from registration, matriculation and laboratory fees. The International Baccalaureate program currently receives no special funding. No special state funding is provided for CLEP or PEP.

Commission Findings and Recommendations

The expanded availability of accelerated instruction makes it imperative that a purposeful effort be undertaken to guarantee that students and their parents are aware of the existence of articulated acceleration programs and have access to accurate information.

1. **School districts must make every effort to promote articulated acceleration programs and to insure the availability of accurate information to students who might potentially want to participate in accelerated instruction.**

Funding Incentives

The additional .3 FTE allocated to the advanced placement program was originally linked to the Florida Education Finance Program (FEFP), which at that time was funded at a lower level per student than it is today. Based on the current level of funding of the FEFP, the .3 factor is no longer representative of the actual additional costs of offering an advanced placement course. The International Baccalaureate Program, an acceleration option attractive particularly in light of Florida's emerging importance as an international economic center, should be funded at a level which addresses the additional costs associated with this program. Cost analysis data compiled by the Department of Education in cooperation with the Commission have documented the additional funding required.

2. **A value of .1 FTE should be provided for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year.**

3. **Funding comparable to that of the Advanced Placement program, a supplement of .1 FTE per student receiving a score of 4 or higher on an International Baccalaureate examination, should be allocated to the International Baccalaureate program, providing school districts with the option to offer either program.**

4. **The Department of Education should conduct an annual review of the costs incurred by offering the advanced placement and International Baccalaureate programs to ensure the continuing fairness and accuracy of the funding formula.**

5. **The additional factor for dually enrolled students in community colleges should be changed from .3 to .25 to reflect more accurately the waived tuition and other related costs of providing this instruction.**

The combined Advanced Placement/Dual Enrollment course option is not viable because of conflicting college semester and district school year calendars, and the FTE calculation and reimbursement problems which result.

6. **The Advanced Placement/Dual Enrollment course option should be eliminated, allowing students to choose one or the other program at the time of their enrollment.**

Reporting of Participants

The accurate reporting of dual enrollments at both the secondary and postsecondary institutions is necessary to insure appropriate reimbursement of FTEs.

7. **Districts and community colleges must monitor student enrollment figures to assure accurate reporting of students enrolled in their dual enrollment programs.**

Although instructional time is calculated at the school district in terms of class hours and at the community college in terms of credit hours, the differences in funding produced by the methodology of funding enrollments are not significant enough to warrant a major revision in reporting procedures.

8. **The equation of six semester credit hours to one full high school credit, or three semester credit hours to one-half high school credit, should be maintained.**

The collection of specific data from advanced placement classes might reveal patterns to explain Florida's relatively low success rate compared to the regional and national average scores on the advanced placement examination.

9. **The Department of Education should collect and maintain data on acceleration class sizes and analyze the correlation of this variable with class grades and advanced placement scores.**

Funding of Instructional Materials

The funding of instructional materials for dually enrolled students, including textbook allocations and vocational education materials, presents complicated problems which are not served well by a generic statewide formula, but which could be more easily resolved at the local level.

10. **Textbook allocations should be jointly determined between the district and the community college in their articulation agreement and funded locally.**

11. **Decisions on allocations for materials and tools used in vocational instruction can best be made by the institutions involved through the joint articulation agreement.**

The full underwriting of advanced placement and International Baccalaureate examination costs both preserves the state's constitutional guarantee of a free secondary education and discourages discrimination between college-bound and non-college-bound students.

12. **Because the fees for examinations have been factored into the cost of providing accelerated instruction, examination fees should be 100% underwritten by the school district.**

GLOSSARY OF TERMS

GLOSSARY OF TERMS

ACCELERATION MECHANISMS

Dual enrollment is a program through which a student enrolls in a course and receives credit for that course toward the high school diploma and the associate or baccalaureate degree simultaneously. Most dual enrollment courses are conducted at the community college or high school campus by community college faculty or high school faculty who serve as adjunct instructors to the community college.

Advanced placement is a program through which students enroll in a high school course that is significantly more demanding of a student's time and intellectual skills than corresponding "regular" courses in the high school curriculum. At the end of the course, all enrollees complete a nationally-standardized commercial examination. Students who score a minimum of three, on a scale of one through five, are deemed to have mastered the postsecondary counterpart of the high school course. Consequently, examinees are awarded postsecondary credit based on their scores on the Advanced Placement Examination.

The International Baccalaureate (IB) program is an instructional and assessment program through which high school students enroll in an integrated program of studies that is tantamount to a comprehensive advanced placement curriculum. It is administered from London, United Kingdom and is recognized by leading universities throughout the world. International Baccalaureate students must also complete an independent extended essay or research paper related to one of the subjects in the curriculum and they must "spend the equivalent of at least one afternoon a week in some creative or aesthetic experience, or social service activity." Rules are pending in Florida to award 30 postsecondary semester credits to students holding an IB diploma, provided they scored five or above on the IB diploma program examination. Students who have been awarded IB certificates, but not the IB diploma, would be awarded six semester credits in the subject area of each higher level examination on which they scored five or above.

Early admission is a program through which students attend a postsecondary institution full-time for the last one or two semesters of high school. Like dual enrollment, students enrolled in early admission programs receive credit toward the high school diploma and associate or baccalaureate degree.

The College-Level Examination Program (CLEP) is a program administered by the College Board through which students receive postsecondary credit for scores at or above the fiftieth percentile on the nationally-standardized examination. Like advanced placement, credit is conferred based on test scores. Unlike advanced placement, no structured curriculum exists to undergird the content of the examination.

The Proficiency Examination Program (PEP), like CLEP, is a program administered by the American College Testing Program through which students receive postsecondary credit for scores at or above the fiftieth percentile on the nationally-standardized examination. The concept underlying both CLEP and PEP, credit-by-examination, is essentially the same. The difference between the two examinations is the subjects tested on each. The American College Testing Program developed PEP to expand the subject examinations available for student acceleration; consequently, there is minimal duplication between the subjects tested on CLEP and PEP. (Accelerated Articulation in Florida: More of a Review Than Anyone Thought Possible; Oversight Subcommittee, Committee on Higher Education, Florida House of Representatives, 1986.)

AWAITING ADMITTANCE INTO LIMITED ACCESS PROGRAMS

The student has indicated intent or met criteria for admittance to a program but the college is not able to permit the student to begin program studies. (See Limited Access.)

AWARD

Associate in Arts - An award certifying the completion of a two-year lower division undergraduate program of study which is applicable to a bachelor or advance degree.

Associate in Science Degree - An award certifying the completion of a two-year technical program of study. In some cases, students completing these programs transfer to a university to complete a higher level degree in the field. Therefore, the AS degree is not necessarily a terminal degree.

Technical Certificate - An award certifying the completion of technical programs of study consisting principally of the prescribed specialized courses in the program area. These are programs which usually consist of one academic year of full-time study.

Associate in Applied Science - An award certifying the completion of a two-year postsecondary adult vocational program of study.

Certificate of Applied Sciences - An award certifying the completion of a vocational program of study which is usually of a duration longer than one term (semester), but less than two years of full-time study.

Certificate of Training - An award certifying the completion of a vocational program of study which is one term (semester) or less of full-time study.

LEVEL

An occupational program is one designed to prepare persons for immediate employment in an occupation (including homemaking). There are two levels of occupational programs offered in community colleges, namely:

A. Postsecondary Vocational (courses and programs of study) - This includes programs of study and their related courses designed to prepare persons for employment at the technical level which is between that of the skilled and the professional. These are usually two-year programs of study made up of college level credit courses which are, for the most part, transferable.

B. Postsecondary Adult Vocational (courses and programs of study) - This includes programs of study and their related courses designed to prepare students for employment at a semiskilled or skilled level which is between that of the unskilled and the technician. These are usually clock-hour or institutional credit programs and courses.

LIMITED ACCESS

For reasons such as accreditation, available resources and the like, a program may have a limited enrollment and must establish a "waiting list." (See Awaiting Admittance.)

VOCATIONAL SUPPLEMENTAL

Courses that are organized for the purpose of upgrading persons who are currently or have been previously employed in an occupational field. This does not include courses which are organized as a unit of a preparatory program of studies.

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